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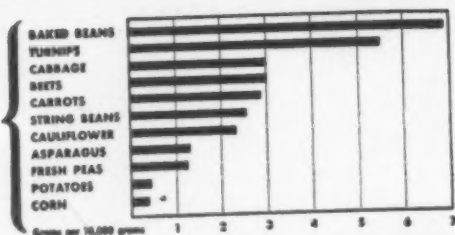
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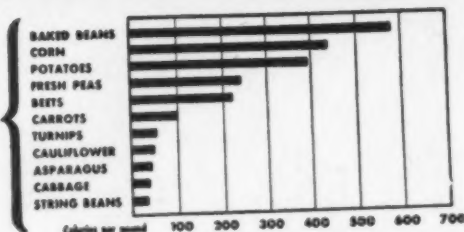
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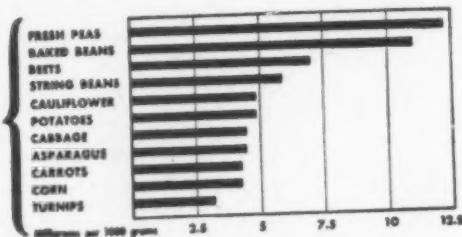
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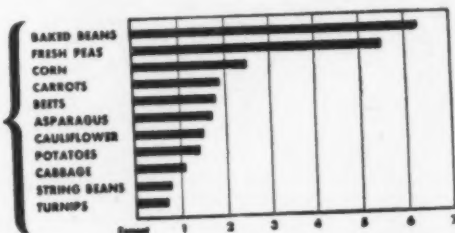
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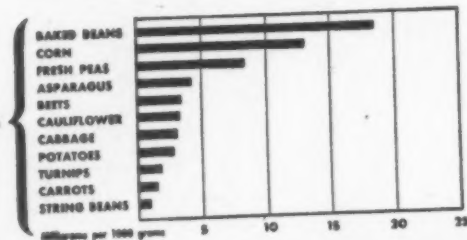
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HAROLD E. DAVIS, dean of administration and professor of history at Hiram College, Hiram, Ohio, is a native of the Buckeye state. He attended Hiram College, Western Reserve University and Kent State College, obtaining his A.B. degree from the first named in 1924, his M.A. from the University of Chicago and his Ph.D. from Western Reserve. His association with Hiram College in a teaching capacity goes back to 1927. In 1943 he became director of the division of education and teacher aids of the Office of Inter-American Affairs in Washington, D. C., and was professor of Latin-American history at Biarritz American University in 1945-46. He has done significant historical research and is the author of several books and numerous articles in educational and inter-American publications.



MRS. WANAMAKER

PEARL ANDERSON WANAMAKER, president of the National Education Association in 1946-47, rose to this position by way of a busy career in various educational organizations and state offices. Born in the state of Washington, she obtained her B.A. degree at the University of Washington in 1922 after which she was successively a rural teacher, a high school teacher and a county superintendent. She has served in her state legislature: three terms as a representative and two as a senator. She has been the state superintendent of public instruction since 1941.

ALONZO G. GRACE, commissioner of education in Connecticut since 1938, is a native of Morris, Minn. He holds the A.B., A.M. and Ph.D. degrees. He served in World War I and was graduated from the American Musicians School at Chaumont, France, in 1919. Returning to this country, he was an instructor at the University of Minnesota for two years. Later he served as supervisor, then assistant director and director of adult education in Cleveland. Between 1930 and 1938 he was assistant professor, associate professor and director of school surveys at the University of Rochester, after which he accepted his present position. He has been an instructor at Yale since 1940 and a lecturer at Western Research, Columbia, Harvard and New York universities; also director of school surveys in various cities, including New York City, Washington, D. C., New Orleans. During World War II he was director of field operations with the Pre-Induction Training Branch, U. S. Army.



ALONZO GRACE



W. H. SEAMAN

WILLIAM H. SEAMAN, superintendent of schools at Douglas, Alas., obtained his early education in South Dakota at Columbus College, Southern State Normal and Dakota Wesleyan University, receiving his B.A. degree from the last named institution. Graduate work at the University of Washington rounded out his education. In 1934 he went to the department of English and music at Silverdale, Wash.; in 1938 to the department of English at Issaquah, Wash., in 1944-45 to the same department in the Leuzinger High School at Hawthorne, Calif. He then obtained his present position in Alaska. Music and teaching are his main interests and stamps and books, his hobbies.

JUSTICE WILEY B. RUTLEDGE of the United States Supreme Court has the advantage of having been born in a small town, Cloverport, Ky. After receiving his A.B. from the University of Wisconsin in 1914, he taught school for seven years in Indiana, New Mexico and Colorado. In 1922 he received his LL.B. from the University of Colorado and was admitted to the bar in that state in the same year. For two years he practiced in Boulder, was associate professor of law at the state university for two years and a visiting professor in the summers for a number of years. He was made professor of law at Washington University in 1926 and held the same position at the University of Iowa from 1935-39. He then became associate justice of the U. S. Court of Appeals for the District of Columbia and has served on the Supreme Court of the United States since 1943.



W. B. RUTLEDGE

LESLIE E. FRYE, director of visual education in the Cleveland schools, has a B.S. from Western Reserve University and an M.A. from Ohio State. He began as an instructor in mechanical drawing in Cleveland, later became superintendent of shops in the Thomas A. Edison Occupational School and then assistant principal. In 1943-44 he was supervisor of industrial arts education and after serving as acting principal of Fairmount and Brownell Junior High Schools for one year was appointed to his present position, which he has held since 1944. He has affiliations with, and memberships in, numerous educational, audio-visual and vocational groups in Cleveland and gives as his hobbies: photography, developing home photo workshops and nature study.



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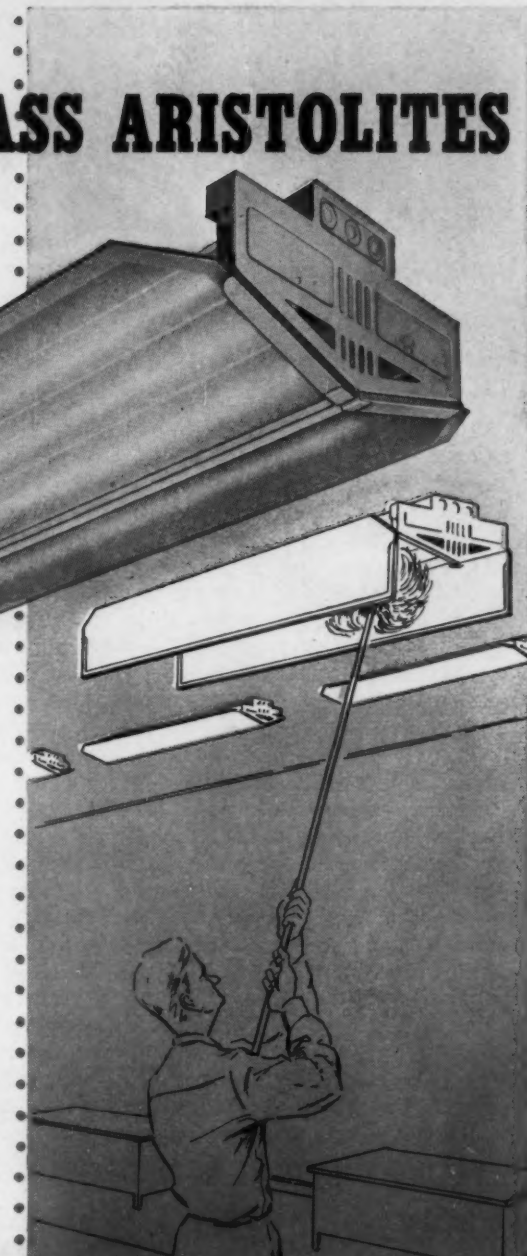
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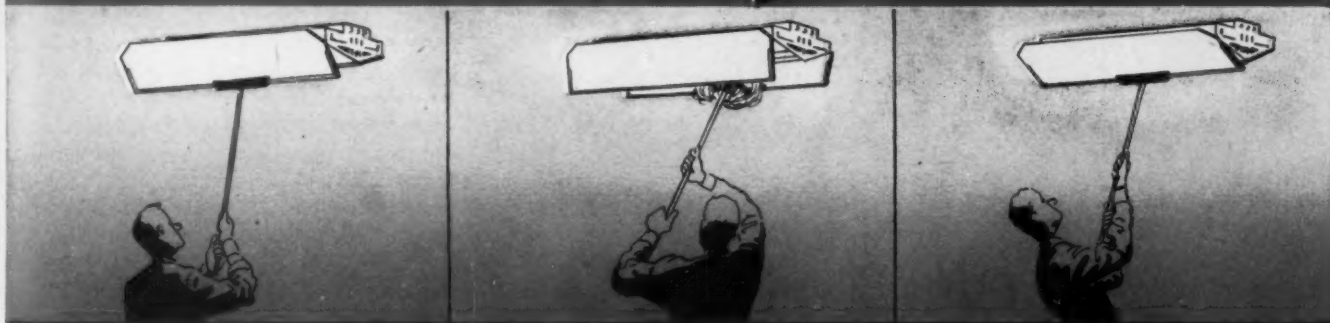
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This Plan Works in Denver

Manual Training High School in Denver, Colo., is working on its problems of intergroup relations in a highly practical fashion. Enrollment at the school is 23 per cent Negro, 17 per cent Spanish-speaking, 16 per cent Japanese and 40 per cent Anglo Saxon. Problems have arisen in connection with the school clubs and the lunchroom. The casting of a play caused a misunderstanding. A newcomer to the school caused another incident.

To help iron out misunderstandings and to put the student body on a friendlier and more cooperative footing a student relations committee was formed which has been functioning successfully in solving problems such as the foregoing. It is an agency through which grievances, real or imaginary, can be channeled. The committee meets and talks with all new pupils when they enroll, acquainting them with the school situation and asking their cooperation.

Seeking to spread its ideas of tolerance and understanding beyond the school limits, it has sent speakers to other schools in the city and in the surrounding territory, to the University of Denver, to a meeting of the state student council and to visit various community groups. Two programs

were planned for the P.T.A. Ferd H. Rowan is faculty sponsor of the student relations committee.

Progress or Grow Stale

Marvin T. Nodlund, superintendent at Sioux City, Iowa, is one who realizes the importance of a curricular evaluation and revision to meet the needs of a changed and still changing world. Teachers in that city recently received from him a proposal for "banning tendencies toward crystallization or inertia which would permit the continuation of forms or programs that no longer serve a purpose."

Mr. Nodlund proposed a program of educational engineering to be undertaken with the aim of clarifying the objectives, content and methods of the Sioux City school program. He suggested that this be done through the selection of three committees: (1) a general curriculum committee for over-viewing the field of elementary and secondary education, (2) general area committees for over-viewing the program in their respective areas from kindergarten to the twelfth grade, (3) production committees for each area in each grade with the responsibility of setting forth objectives, selecting units of work and suggesting content and methodology for some. It was

not a matter of compulsion for any teacher to serve on a committee who did not have the time or inclination to do so. Each teacher could choose his own committee.

"Our tempo of living is so accelerated during a period of world conflagration that we experience 'growing pains' from our rapid social evolution," Mr. Nodlund stated. "Consequently, with the coming of peace, we are faced with the problem of restoring balance to our social order and of re-evaluating our philosophy of living.

"Caught in the middle of this maelstrom of change stand our educational institutions. It is their responsibility to link the old with the new. On the one hand, they must provide for our youth those firm foundations which have stood the tests of the ages and, on the other, they must help chart a course through a heterogeneous maze of ideologies and practices that characterize life in an atomic age."

No Friday Afternoon Doldrums

"Got to do something about these Friday afternoons," Principal E. K. Nielsen of the Franklin School at Provo, Utah, said to himself. "The children yawn and fidget and look fit to die of boredom."

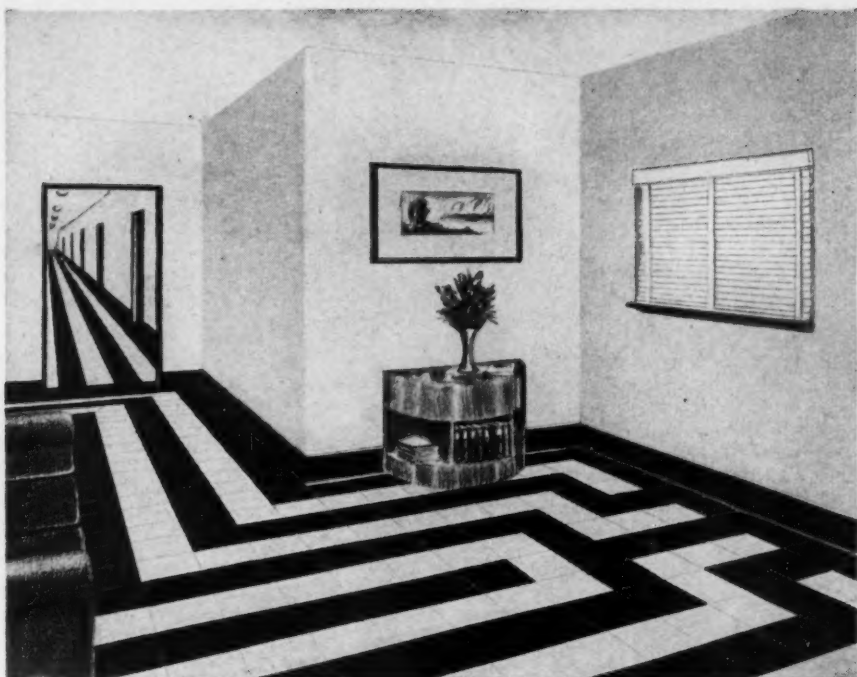
So, working together with the teachers, he hatched a plan for eliminating Friday afternoon ennui and making the last period of the day something to look forward to. A variety of special activities was planned for that hour, some of them built up around current centennial interests and, as an experiment, the children in the fifth and sixth grades are now allowed to choose the group they wish to attend.

For the boys there are experiments with electricity and a study of the early development of electrical apparatus; specially conducted athletics, which include a bit of tumbling, pyramid building and baseball; woodworking, and photography, including developing, printing and enlarging pictures. For the girls there are sewing, crocheting and knitting and for boys and girls together there are social dancing and the study of pioneer relics. So far these Friday afternoon activities are only on trial but they give promise for the future.



The student relations committee meets to solve a problem.

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QUESTIONS AND ANSWERS

Question of Transportation

Question: What can be done about families having children of school age when residence is such that they demand transportation to the school from their door?—E.T.M., Vt.

ANSWER: New York State has met this situation in two ways. In 1942 a new transportation bill was written in which provision was made for state aid for pupils requiring transportation, provided they lived more than $1\frac{1}{2}$ miles from the school or more than 1 mile from a bus route. Further provision that trustees and boards of education could not be compelled to provide transportation for elementary pupils living less than 2 miles from school and high school pupils living less than 3 miles from school completed the statement of conditions.

Rules of the New York State Board of Regents embrace these provisions. In either case districts may extend the transportation service at district expense.

School attendance for the noncooperative is the problem of the attendance department. In fairness to the pupils concerned, walking distance to a bus line should be reduced to $\frac{1}{2}$ mile and walking distance to school to 1 mile for rural territory.—BURTON H. BELKNAP.

Plans for Student Councils

Question: Where can I find good workable plans for student councils in small high schools of 150 pupils?—R.R., Kan.

ANSWER: The October 1944 bulletin of the National Association of Secondary School Principals will give you many suggestions.—PAUL A. REHMUS.

Concrete vs. Asphalt Walks

Question: In paving school walks, what are comparative costs of concrete and asphalt? Which is more desirable from the maintenance point of view?—E.R., Mich.

ANSWER: The cost of 5 inch concrete sidewalks and asphalt walks with gravel as a base and with wooden side forms left in place is approximately 21 cents a square foot for the concrete and 17 cents a square foot for the asphalt. These figures exclude the cost of preparing the grade in each case (also profit).

Although this estimate is based on wooden forms left in place, for the asphalt walk, it is considered advisable from the standpoint of permanency to use a concrete curb. If concrete curbs are used for the asphalt walk, the cost

per square foot becomes even greater than that for concrete.

In the Midwestern climate the concrete walks have been found to require much less maintenance than do those built of asphalt.—A. F. GALLISTEL.

Midterm or Annual Promotion?

Question: We are considering a change from semiannual to annual promotions. Do you think this a wise step?—M.E.W., Ill.

ANSWER: There are advantages and disadvantages in both methods of promotion but in the San Diego school system annual promotion was judged better for these reasons:

Under the semiannual plan much time and energy are consumed in closing the first semester and opening the second. There are special activities of the graduating class, the graduation program, clerical work connected with final records, the reassignment of teachers whose classes have been graduated and the enrollment and orientation of new pupils.

Frequently, teachers of graduating groups are not well adapted to teaching new pupils entering in the second semester; hence, shifting of teacher assignments is necessary. In the elementary schools the changing of teachers at midterm is especially undesirable since the teacher should know her pupils intimately. Furthermore, young children tend to feel a lack of security each time a change of teachers occurs.

Except for changes in teacher assignment resulting from single semester courses in secondary schools, there need be little to upset the regular functioning of classes at the midterm under the annual promotion policy.

From the point of view of pupils, much may be said in favor of annual promotions. Pupils in midterm classes often feel that they are educational orphans. Except in very large schools the midterm group is generally small. This frequently limits the group in the number of elective courses available.

Social functions of the class are limited, yearbooks are generally not issued and the graduation itself lacks the color and spirit of the June affairs. Pupils who intend to go on to college often find that higher institutions do not offer in the second semester all the beginning courses which they need, so that a semester is frequently lost.

Length of Day for 1st Grade

Question: How long a day is best for first graders in order to provide the balance between work and recreation that will help them advance most rapidly?—W.H.T., Mich.

ANSWER: In considering the proper length of day for first graders, it is important to know what kind of program is planned. If the day consists of alternate periods of quiet and active work suited to the ages of the children, if a hot lunch is provided, if there is a period of outdoor play directly after lunch followed by a short rest, then the children may be in school from 8:30 a.m. to 3:30 p.m. without harm.

On the other hand, if the children are expected to sit quietly at their desks, all doing the same thing at the same time under the teacher's direction and the tasks are abstract and without meaning to them, then a two hour day is too long for first graders.—RUTH ANDRUS.

Noon Hour Activity Program

Question: Our big problem is to provide activity during the noon hour for some 280 pupils ranging in age from 6 to 18. We have a very limited space—a small gymnasium. What do you suggest?—L.W.A., Minn.

ANSWER: In order to provide activity within a very limited area, such as a small gymnasium, a definite program schedule must exist. When working out plans for an activity program, the following steps should be considered in chronological order:

1. A logical classification of the group into divisions.
2. Types of activities suitable for the various divisions within a limited area.
3. Supervision other than that of an instructor.
4. Division of areas for activities.

A logical division of the group can be made by grades, assuming that the first grade begins at the age of 6. An area for each group can be sectioned off in proportion to its size. Pupils can furnish supervision, particularly over younger groups. A grade division could be as follows: grades 1 to 3; 4 to 6; 7 to 9; 10 to 12.

Should the maximum number of pupils be present at one time in the limited space, it would be difficult for all 280 to participate simultaneously in activities. The older groups might be alternated in activities, such as volleyball or relay races. The smaller children could



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EDMUND H. THORNE.....West Hartford Schools
VINAL H. TIBBETTS.....Am. Ed. Fellowship
C. C. TRILLINGHAM.....Los Angeles County Schools
JULIUS E. WARREN.....University City Public Schools
W. T. WHITE.....Dallas Public Schools

play quiet types of games. The program should be so planned as to have the areas filled with pupils taking part in activities, the periods being short enough so that alternating groups would not lose interest between periods of activity. Definite organization is necessary so as not to lose time when groups change from activity to inactivity. Under the plan suggested, half the group would be playing while the other half would be waiting its turn to participate. —CASWELL M. MILES.

Planning for Expansion

Question: Our present high school has an A.D.A. of about 300. Our buildings are old and we are contemplating construction of a new building which could be used for a junior and senior high school. At present, we are operating the traditional four year senior high. What should we keep in mind when thinking of expansion? Should we plan to build large enough so that a junior college could be added? We draw pupils from a radius of 25 miles. Ours is a rural agricultural community. We have about 70 boys specializing in agriculture.—H.F.S., Neb.

ANSWER: Unless your study of population and school enrollment trends indicates a considerable increase within the next few years, it would appear unwise to contemplate the construction of a junior college. It is sometimes estimated that a school district should have a population of at least 50,000 and a taxable base of \$50,000,000 in order adequately to support a junior college.

In considering the construction of a new building, the following points should be kept in mind: (1) the nature and scope of the services for which the plant is needed; (2) the design of the plant in relation to present and future trends in educational philosophy; (3) a plant large enough to accommodate probable enrollments for the next ten years; (4) the organization of a six year secondary school having such diverse offerings as will meet the needs of pupils in the school district; (5) a plan for financing the program, preferably through a bond issue limited to a ten year series with retirement payments starting the first year after issue; (6) a careful budget for plant construction in which the percentage allocations are carefully worked out for land and site improvements, general construction, furniture and equipment, heating and ventilation, professional services, electrical work and plumbing; (7) the involvement of principal, supervisors, teachers, operation and maintenance personnel and taxpayers in the planning of the building; (8) the employment of a competent architect whose responsibilities are clearly stated in a written agreement, and (9) the various uses of the plant and its facilities for the benefit of organized groups and individuals within the school community.—LESLIE W. KINDRED.

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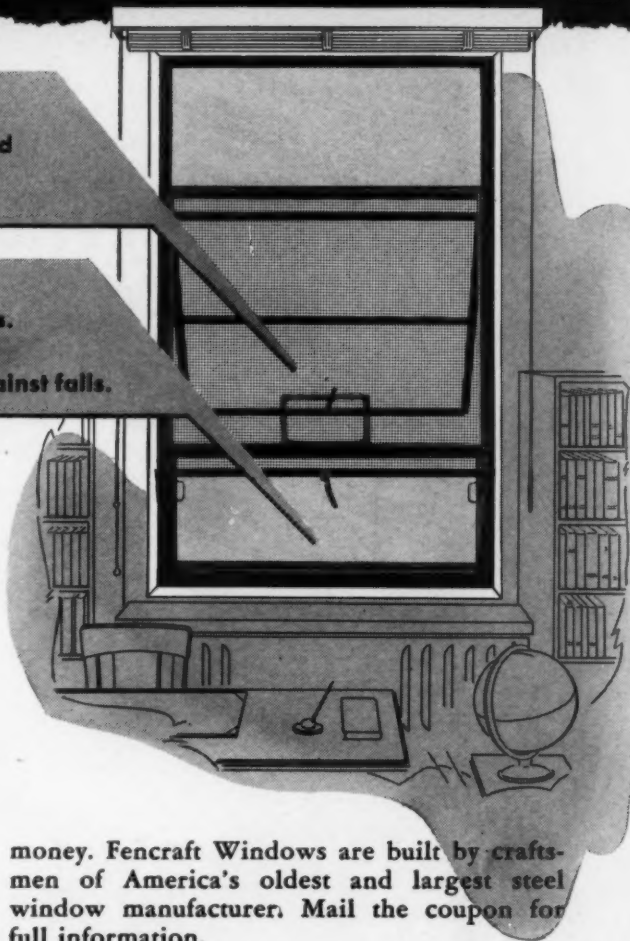
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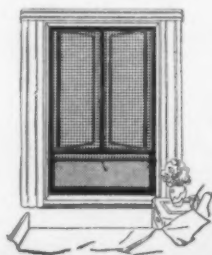
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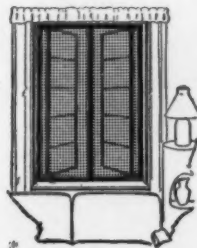


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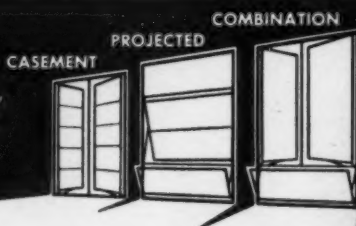
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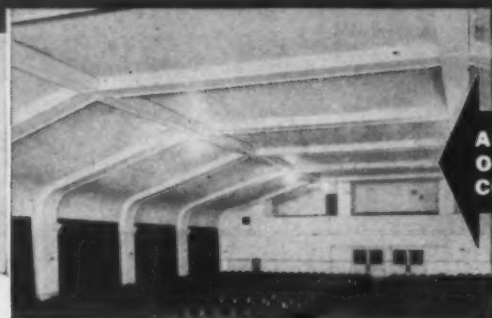
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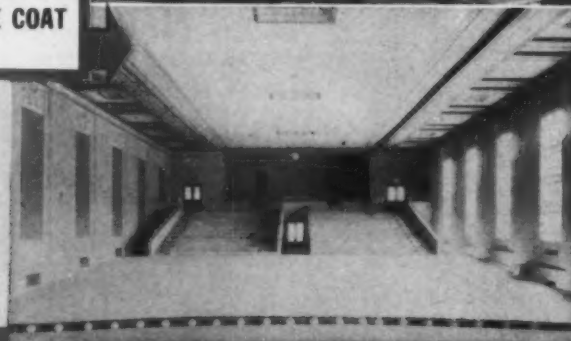
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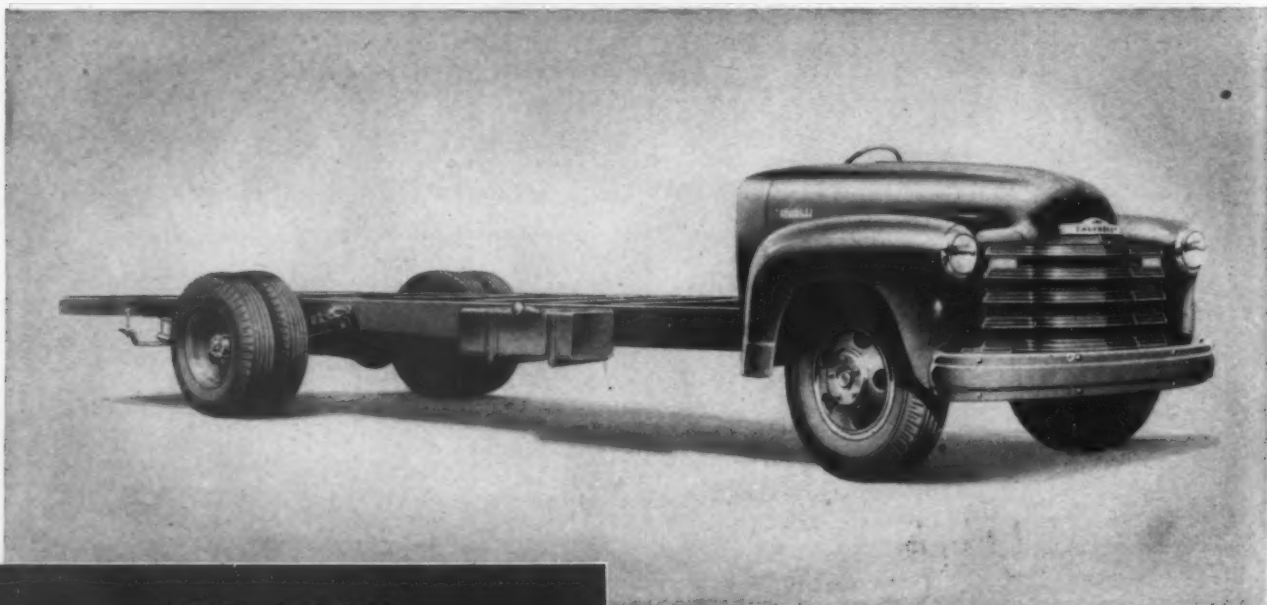
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199-INCH SCHOOL BUS CHASSIS

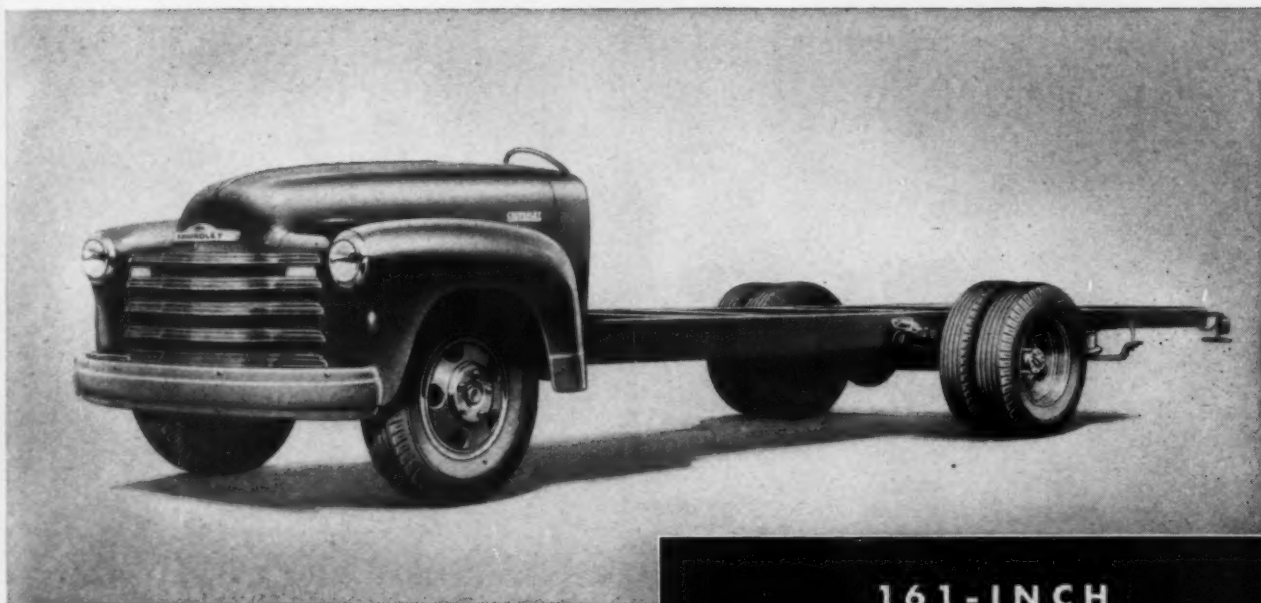
Gross vehicle weight, 13,500 or 15,000 pounds, according to tire equipment, with capacities of 42, 48 or 54 pupils. Load-Master valve-in-head engine—93 h.p., 192 ft.-lb. torque at safe road speeds; governed speed, 35 m.p.h.

Chevrolet presents two new chassis for school bus use, both embodying advanced engineering, both designed to meet the most exacting standards of safety, controllability and performance. Wheelbases are longer, frames are longer and stronger, correct load distribution is assured. Here, then, are the supreme chassis for school transpor-

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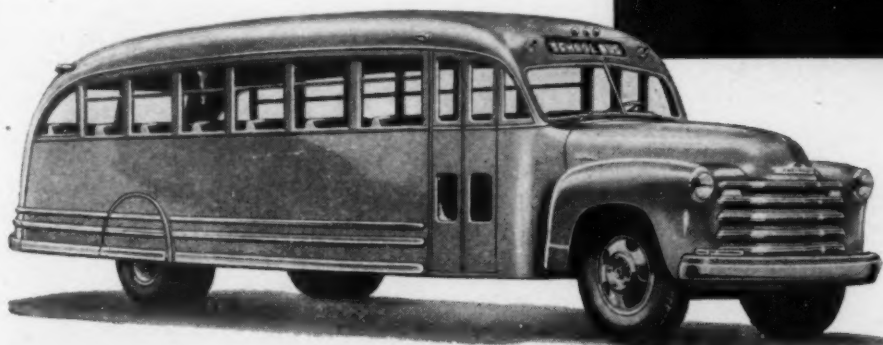
SCHOOL BUS CHASSIS

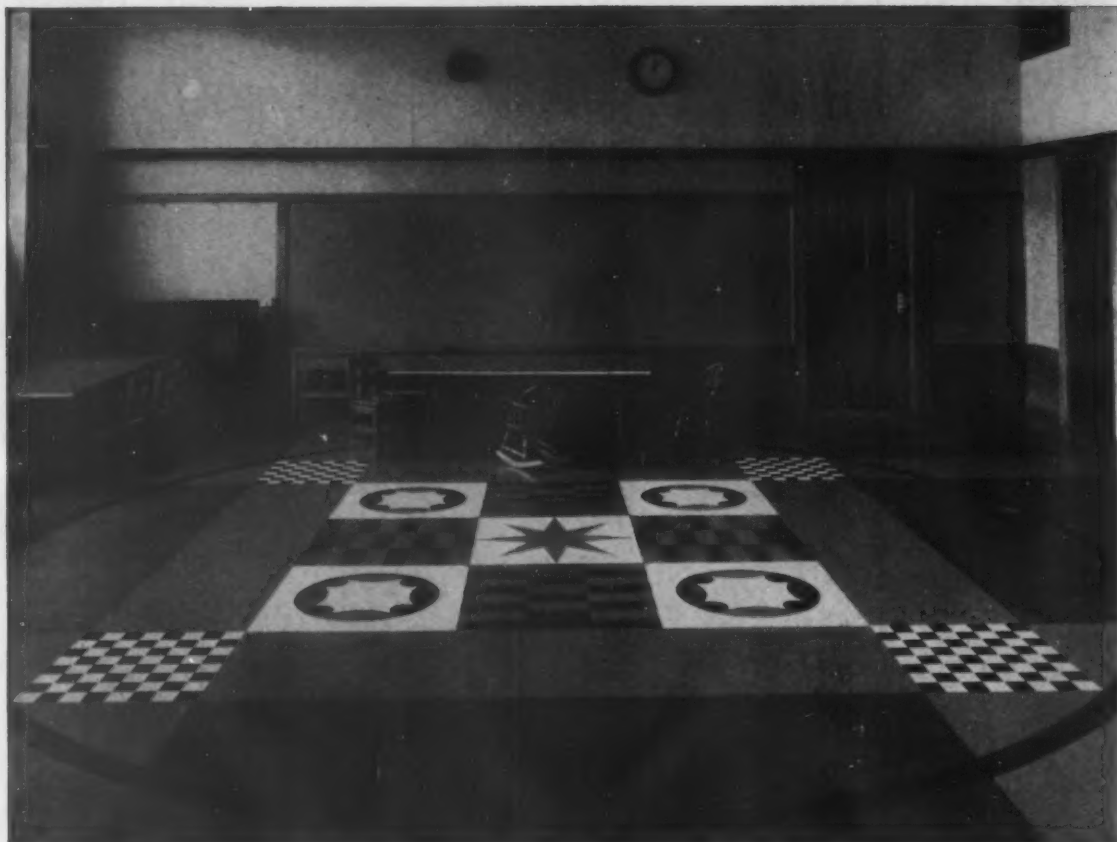


161-INCH SCHOOL BUS CHASSIS

Gross vehicle weight, 12,000 pounds, with capacity of 30 or 36 pupils. Thrift-Master valve-in-head engine—90 h.p., 174 ft.-lb. torque available at governed speed, 35 m.p.h.

tation, superior even to the previous Chevrolet models that won nationwide recognition as leaders in the school bus field.





Kindergarten, Monroe School, Monroe, Conn.



Made to order for Kindergarten Fun!

This floor was designed especially for kindergarten pupils. It's colorful and gay! It has a unique insert which is functional as well as decorative. It promises the youngster that every school day will be an enjoyable one!

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*Send for your copies of "Tile-Text Asphalt Tile in Schools," and "Floors That Endure," ... plus the name of your approved Tile-Text flooring contractor. Write The Tile-Text Company, Inc. (Subsidiary of the Flintkote Company), Chicago Heights, Illinois. Sales offices located in Chicago, New York, Los Angeles and New Orleans.**



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Looking Forward

The First Freedom

IF MEN AND WOMEN ARE TO LIVE DEMOCRATICALLY, THERE must be complete freedom for the circulation of information and ideas without their having to be strained through clerical, economic, governmental, labor, political, professional, individual or pressure group censorship. The agencies of communication, including assembly, book, magazine, motion picture, press and radio as well as the classroom and the market place, must be kept free at all times for the expression of all points of view and all shades of opinion.

In a government of free men and women every subject is potentially controversial to the extent that it engenders diverse points of view. Controversy growing out of discussion is the essence of the democratic process. Dissent is fundamental to a vigorous political life. It is the methodology of democratic adult education.

When the Columbia Broadcasting System denies the air to a discussion of teachers' salaries (Lipton Company, Ltd.) or bans William L. Shirer because he tells the truth about news from Central Europe's trouble spots on the specious grounds that it does not permit the broadcasting of "controversial issues," it is failing in its moral responsibility to the people and it becomes subject not only to the critical appraisal of the public but also to rigorous inquiry by the government.

When certain pressure groups are permitted and even encouraged to present their thinly veiled propagandas to the people without opportunity for rebuttal by the people, this medium becomes dangerous to democracy. When National Broadcasting vice presidents take themselves so seriously that they place themselves above criticism even by comedians, it is time to do something about the situation.

If, as a long list of well documented and substantial studies indicates (Upton Sinclair's "Brass Check" in 1920; George Seldes' "You Can't Print That," 1929, his "Lords of the Press," 1938, and "Freedom of the Press," 1935; Morris L. Ernst's "The First Freedom," 1946; the Hutchins' Commission's "A Free and Responsible Press," 1947; Robert E. Cushman's "Keep Our Press

Free," 1947), the American press is far from performing its function as an independent, impartially informative and public appraisal agency, it becomes necessary for the people to use their power to insist on reform. The reader's power to improve the press is just as great as that of the publisher and advertisers.

Governmental intervention or additional censorship is not the remedy; neither is governmental publication. That method has too many already observed weaknesses and even worse dangers.

There are three solutions: First is the acceptance of a moral responsibility on the part of all publishers through an awareness of the importance of the functions they exercise. Publishers must accept responsibility to print all essential information without bias, slanting or coloring. Opportunity must be present for the airing of minority points of view, even for the complete expression of opinion that may be personally unpalatable to the publisher. A newspaper or magazine cannot be considered merely as a private property for private advancement; it must be considered a public trust. There is no substitute for a publishing conscience.

The second means for maintaining freedom of expression is the development and encouragement of a series of independent community papers without prohibitive capital investment under community ownership and editorship. Good journalism still has a valid market in thousands of communities. Community papers can be successfully operated without control either by advertisers or by pressure groups.

The third and most potent means for maintaining freedom for the expression of ideas is the development of a dynamic public opinion. Here, the school on both the youth and adult basis comes into the picture. The value and need of maintaining freedom of expression should be constantly taught as one of the fundamentals of democracy. The means of appraising and judging various means of communication can also be studied on an adult basis. Once the American public is aroused to the dangers and evils of censorship and of personal, controlled journalism, regardless of the agency involved, improvement in practice will be possible.

For World Peace

IF WORLD WAR III TOWARD WHICH WE APPEAR TO BE rapidly drifting is to be avoided, it is necessary to provide for the people of the United States much more intensive education concerning underlying conditions and trends than is given in our conventional agencies of communication. There must be broader avenues of information concerning the possibilities of the United Nations in the swirl of intensifying nationalisms and the anarchy of competing state sovereignties. It is also important to make the people aware of the terrible potentialities of atomic power in destroying civilization and mankind and making the earth uninhabitable.

Two recently formed nationwide organizations propose to remedy this situation. The first is the American Association for the United Nations, Inc., with headquarters at 45 East Sixty-Fifth Street, New York 21, N. Y., under the presidency of William Emerson. This is the same group that prior to World War II attempted to strengthen the League of Nations.

The second group is more immediately concerned with directing the education of the people toward understanding the immense potentialities of atomic power for good as well as for evil. The Emergency Committee of Atomic Scientists, Inc., under the chairmanship of Albert Einstein at 90 Nassau Street, Princeton, N. J., is planning a nationwide popular educational campaign which will bring "understanding of the simple facts of atomic energy and its implications for society" to the American people. This campaign will cost \$1,000,000.

Biography

IN THE COURSE OF A RECENT CONVERSATION BETWEEN educators and social studies specialists, one of them remarked that educationists seem so intent on proving themselves "respectable scientists" that they pursue small facts and dubious data to an almost complete neglect of ideas. Whether this criticism is wholly deserved or not, the fact remains that only scant attention is being paid to the life and achievements of those whose ideas and sturdy courage in applying them have been largely responsible for the development of American public education. Educational biography as a field for research at both doctoral and postdoctoral levels has unquestionably been neglected.

There are a few valuable but as yet little used biographies available for teacher training curriculums. The life of Bronson Alcott, the great progressive, has been sympathetically written by Dorothy McCuskey and published as one of the Kappa Delta Pi series (Macmillan, 1940). The standard biography of Horace Mann is that of Mary Peabody Mann, first published in 1865 and republished in 1937 by the National Education Association. Harry R. Warfel is responsible for one of the newer and better written biographies in his "Noah Webster, Schoolmaster to America" (Macmillan, 1936) which describes Webster's contributions to education. The autobiography of Richard Welling entitled "As the

Twig Is Bent" (G. P. Putnam's Sons, 1942) combines an interesting recounting of his life with a description of his life work in developing self government at secondary school level.

Kurt Frederick Leidecker recently published the first comprehensive biography of another influential American educator: "William T. Harris, Yankee Teacher" (The Philosophical Library, 1946). This volume reveals the stature of this great teacher who has been, up to this time, very casually treated by our educational historians.

Another educator, Thomas Henry Burrowes, who played so important a part in the organization of public education in Pennsylvania, has been rescued from virtual oblivion by Robert Landis Mohr. Mr. Mohr's study is the first full length portrait of a far sighted pioneer educator and is written with sufficient objectivity to preclude sentimentalism.

Every state has a long list of strong men who had the vision to see the relation between public education and democracy and whose lives might be studied with considerable profit by individuals preparing for public school teaching. Much of our current doctoral research might yield richer results if applied to the production of readable educational biography.

Spaulding Honored

THE GRADUATE DEPARTMENT OF EDUCATION OF YALE UNIVERSITY is to be congratulated in establishing the Frank Ellsworth Spaulding Lectureship in Education in honor of its first director, who retired in 1935 after long and distinguished service as both public school superintendent and professor of education. It is also fitting that the first of these annual lectures should be given by his son, Dr. Francis Trow Spaulding, formerly dean of education at Harvard and now State Commissioner of Education for New York.

"Rights of Free Men"

CARL CARMER, ABLE EDITOR, TEACHER AND OUTSTANDING writer of United States history in fiction form, has prepared a small but powerful book which is entitled "For the Rights of Man" (Hinds, Hayden and Eldredge, Inc., New York, 1947). Deeply aware of the postwar forces of power and reaction that constantly attempt inroads against our growing democracy, Carl Carmer dramatically brings to literary life the contributions to freedom of Roger Williams, Anne Hutchinson, Benjamin Franklin, Andrew Jackson, Alexander Hamilton, John Peter Zenger, Bill Pendergast, Thomas Paine, Thomas Jefferson, Matt Lyons, William Lloyd Garrison, Elijah Lovejoy and John Peter Altgeld in tightly woven story.

This handful of individuals and a few others inspired the common man to fight for the rights of free men—life, the pursuit of happiness, free speech, equality under the law, assembly, freedom of the press and of conscience, private property—and to win these rights against great odds. But the rights of free men are never won. They must be fought for constantly against enemies

from within our land as well as against enemies from without. In the words of Carl Carmer:

"The price we pay for these rights is that we must always be on our guard against their enemies. Sometimes we find the foe within us—in our own weak failure to give people who disagree with us the rights we demand for ourselves. Sometimes we find him in the smooth arguer against the American way of life who says that we would all be better off if we traded our freedom for the alleged benefits of a dictatorship. One fact gives us courage. America, champion of the rights of man, has never lost the battle. She has had her temporary defeat but, like her great naval hero, John Paul Jones, in such moments she has 'not begun to fight.'"

Sound Advice

IN DISCUSSING THE DANGERS OF REPRESSION OF IDEAS IN the aftermath of the recent war, Bernard De Voto in the May issue of *Harper's* (p. 411) states:

"Among the possibilities latent in the chaos of these times is a widespread attack on literature and on freedom of expression. Waves of suppression have followed other wars and this one could be uglier and more dangerous than we have ever seen. The place to fight it is whatever place it appears in, the time of first appearance, and those responsible for opening the fight are writers. I find it hard to understand how they could be tranquil in the presence of the vicious and abominable Hearst attack . . . an attack on any literature is an attack on all literature . . . denial of freedom is an infringement of freedom of all writers, and the infringement of any freedom is a curtailment of all freedoms. Writers should remember that both their status and their citizenry are at stake. No attack on any book should ever be acquiesced in. Every attempt at suppression should be fought from the first moment and on through the end. Who is going to begin the fight if writers don't?"

Misdirected Emphasis

IN A REPORT ENTITLED "LET'S LEARN FROM YOUTH," THE University of the State of New York has recently published the results of extensive research among secondary school pupils who left or were graduated in recent years from New York schools. It is the story of a frank attempt on the part of the state's administrative staff to obtain judgments concerning the relevance of the school curriculum from the pupils themselves as one means of appraising its effectiveness. The monograph is the third of a series in this most fertile field.

Among many interesting items is the information concerning the vocational desires of girls. As a result of the Regents' Inquiry in 1938, much greater emphasis has apparently been placed on vocational guidance rather strictly in accord with a narrow and dubious recommendation in that report. Because of this misdirected emphasis on careers for girls, the survey indicates that slightly more than 42 per cent of the graduates and 10

per cent of the nongraduates want to enter the professions or do managerial work; approximately 27 per cent of the graduates and 17 per cent of the nongraduates prefer clerical and sales work, while only 5 per cent of the graduates and 20 per cent of the nongraduates plan careers in marriage as housewives.

Since the primary social and vocational objective of all normal women should be marriage, the making of a home and the rearing of a family, it seems that there is something decidedly wrong with teaching and with "vocational guidance" that so clearly overlook, neglect or deprecate the most important individual and social vocational choice for women.

Every woman in our culture should be capable of earning her own living and competent to manage her own affairs. These economic abilities, however, should be subordinated to the vital and all-powerful central purpose of marriage and homemaking. When so large a majority of girls prefers less important things to marriage, it is time that the instructional program for girls be reexamined and carefully studied for essential corrections. Possibly better modern school provisions for the intensive teaching of homemaking in its broadest sense might be more valuable than much of the so-called "guidance" now being substituted for substantial instruction in too many of our secondary schools.

World Vision

HAVING RAISED A CONSIDERABLE ISSUE IN RECENT TIMES over an assumed inadequacy of the teaching of American history in public schools, the *New York Times*, in terms of its own specific test, seems to fall more than a little short of the mark in its suggested solutions to the problem. It may be true that our public schools are not teaching with sufficient thoroughness a proper interpretation of our nation's foundations and purposes. It is difficult to see how the situation can be much improved by teaching the memory work necessary to achieve high grades on the "*New York Times* test."

In addition, it is increasingly clear that if the people are to obtain a lasting peace in the face of the powerful group interests so obviously treading the path to another world holocaust it is even more essential that we place as much emphasis on world as on national history. It is only as the oncoming generation can understand and appreciate the aims and aspirations of the peoples in other lands, avoid narrow nationalism and an exaggerated chauvinism, that the path may be laid for better understanding, for cooperation and for the peaceful organization of life.

Less emphasis on chronological memorization and much more emphasis on the teaching of cultural and social world history are essential. It is doubtful whether the proposed *New York Times* American history tests have much value in an improved history program.

The Editor



A. N. Elde

Mountains provide a backdrop of ruggedness and grandeur for Alaskan life.

PROGRESSING FROM A HODGEPODGE OF unrelated school buildings to a well knit organization in less than twenty-five years, the educational system of the Territory of Alaska has developed to a point where it is comparable today to the best in the United States.

Prior to 1917 there was no territorial department of education. Educational standards throughout the Territory were set by the various communities. What was taught, how the teaching was to be done and

FROM HODGEPODGE TO HARMONY

what the qualifications of teachers should be were the concerns of individual communities.

Each school district was practically sufficient unto itself. Schools situated within incorporated towns derived

their entire support from local revenue (50 per cent of the license monies collected within the corporate limits of individual towns) and were not subject to any central authority. Under these conditions there could be no uniformity of standards or procedures. Courses of study and teaching methods were largely determined by the teachers' previous background of experience and training in the States.

The opportunity of the people of Alaska to develop a territorial school system based on sound educational principles came in 1917 when the United States Congress removed the restrictions formerly placed around the territorial legislature and permitted the people of Alaska to control their own schools. Heretofore, the territorial legislature by virtue of the terms of the Organic Act creating it was prohibited from passing any laws affecting schools, insofar as their establishment and maintenance were concerned, and from appropriating territorial money for the support of schools.

In 1917 a territorial board of education composed of four senior senators was set up. The board ap-



Juneau is seen at the foot of Mt. Juneau on the Gastineau Channel.

pointed Lester D. Henderson as the first commissioner of education in the Territory. Mr. Henderson, formerly superintendent of schools at Juneau, Alas., was a man well versed in educational problems. Through his efforts, the groundwork for the present excellent system was laid. His farsightedness and understanding of the educational problems of the Territory were such that many of the original plans, forms and standards inaugurated by him are still in use today.

Mr. Henderson was followed by Leo Breuer (1929-31); William K. Keller (1931-33); Anthony E. Karnes (1933-41), and the present commissioner, James C. Ryan.

In 1933 the legislature changed the method of selecting the territorial



The children at Candle Territorial School are mostly Eskimo.

IN THIRTY YEARS

The Alaska Public School System

school board which at present is composed of one member from each of the four judicial divisions and one member at large. The governor of the territory appoints the members who are then confirmed by the legislature. Each member is appointed for a term of six years.

Under the present commissioner, the educational system of Alaska has taken great strides toward becoming the unified, centralized system of which the earlier commissioners dreamed. Through Dr. Ryan's efforts a completely revised course of study

was introduced in 1941 and changes are being constantly added so as to keep abreast of the rapid growth and shifting of population in the Territory.

The problems of the commissioner are many and varied. Since the Territory covers about 586,400 square miles, the problem of properly supervising the schools is great. During the year Dr. Ryan and his assistants, Edward Robinson, deputy commissioner, and Mrs. Dorothy Novotny, educational supervisor, travel by every form of transportation avail-

WILLIAM H. SEAMAN

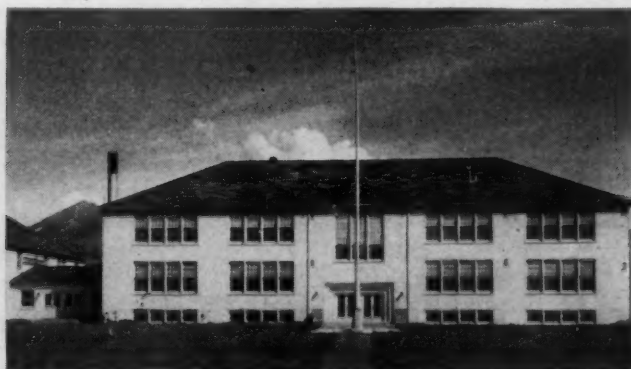
Superintendent, Douglas, Alas.

able to reach their destinations. During one of their inspection trips, each may have to travel by steamboat, motorboat, rowboat, airplane, automobile, horseback or/and dog team. Despite these handicaps, a representative of the office of education usually succeeds in visiting each school in the Territory at least once a year.

The problems of finance, of obtaining supplies, hiring teachers, building new schools where they are



An excellent example of a territorial rural school is seen at Tee Harbor north of Juneau.



The school at Palmer in the famed Matanuska Valley is the fifth largest in the territory.



Graduation exercises held at Douglas High School in May 1947. The Girls' Glee Club is seen in the foreground.

needed and at the same time maintaining the high standards already reached are but a few of the more urgent items on the commissioner's daily duty list.

Dr. Ryan came to the commissioner's office directly from the University of Alaska where he had taught education for several years. He was familiar with the educational problems of the Territory and was fitted better than any other person in Alaska to cope with them. Through the war years, Dr. Ryan not only was able to keep the high standards previously set but was instrumental in furthering the cause of education by adding to the past standards. Largely through his efforts, teachers are now assured of a livable salary and a competent retirement program.

Today public education in Alaska functions in much the same manner as in any representative state; however, its administration is through both federal and territorial governments, each functioning as an administrative unit. The Alaska Native Service, an agency of the Department of the Interior, administers the schools for educating Indian and other native children.

The territorial schools are administered by the territorial board of education with the commissioner of education, an appointee of the board, as the executive officer, and by local school boards in incorporated towns.



Pupils from Homer Heights must ski to school. The smallest child must come a distance of 3 miles even in bad weather.

The territorial board of education is vested with broad powers. In conjunction with the commissioner of education, it prepares general rules and regulations for the conduct of the schools, formulates courses of study applicable to all schools and sets up standards for the certification of teachers.

Alaska teachers enjoy a higher minimum salary than do those of any state in the Union on a state-wide basis. The minimum salary in each of Alaska's four judicial divisions is based upon training and experience. The smallest amount that can be paid to any teacher with four years' training in the first judicial division is \$3080, while the teacher with a minimum of three years' training in the humblest rural school of Alaska's second and fourth divisions must be paid at least \$3400. The Alaska teachers' retirement

system provides for retirement with a monthly income of \$100 after twenty-five years of service, at least fifteen years of which have been spent in the Territory. The teacher's contribution to the fund is \$90 yearly. Each Alaska teacher is protected by ten days' annual sick leave with pay cumulative up to thirty days.

The establishment in 1935 of the University of Alaska, the Territory's only institution of higher learning, has been a proud achievement. Under the able guidance of Dr. Charles E. Bunnell, the university has estab-

lished itself as one of the most valuable smaller institutions of higher learning in the United States.

Prior to 1935 the university was known as the Alaska Agricultural College and School of Mines. It was established in 1917 by the territorial legislature. Dr. Bunnell has been president of the university since its inception more than twenty-five years ago. The university has done creditable work in many fields. Notable are its experiments and research in low range frequencies, electron scattering and ionization, mining and agriculture.

Despite the many handicaps encountered by the various commissioners, the educational system of the Territory of Alaska has achieved its present excellence. The aim of the administration today is to keep up the existing standards while diligently trying to raise them even higher.

WHEN ADMINISTRATORS FAIL

Look for weaknesses in the training program

ALONZO G. GRACE

State Commissioner of Education, Connecticut

A BOARD OF EDUCATION FREQUENTLY IS charged with politics, unethical conduct or unfair practice in dismissing an administrator. On occasion, it has been severely criticized by the public when it has not placed the full facts of a case before the people through its desire not to injure the reputation of an individual.

On other occasions, of course, divided responsibility, as when more than one individual reports directly to the board of education, has led to confusion, ineffective administration and endless problems for the policy determining body; it also has legislated against the effective administration of the school system by the chief executive officer. There are other causes which may contribute to a lack of administrative success.

Attention is seldom called to weaknesses in a training program or to action on the part of the administrator which leads to a lack of confidence in him and to his failure to obtain cooperation. My ideas on training are presented in this article with no thought of defending unwarranted action of the board of education or of making life any more distressing for the average administrator, particularly during these trying days when patience, tolerance and tact are required as never before.

FORGET CALENDAR, TIME CLOCK

They are presented so that the faculties of the schools and colleges of education may be inspired to appraise and evaluate their present practices and programs. It is desirable that we eliminate the time clock-calendar procedures of credits, semesters, required courses and other factors unrelated to administrative practice so that a well rounded program, based on developing individuals with administrative talent, becomes the policy of this country.

At least five major changes should be considered in the training pro-

gram for administration. These are:

1. More careful guidance and counseling in order that a better selection of candidates may be admitted to training institutions.

2. A drastic revision and coordination of certification requirements to the end that an administrator, having successfully completed an approved course in an approved university or college, may be eligible to serve in any state in the Union.

3. A reappraisal of the curriculum for administrators and the course or area content thereof. An appraisal of present course content will indicate substantial overlapping, duplication and lack of coordination.

4. A better coordination of all the resources within a university or college. It is becoming increasingly evident that colleges of agriculture, of social science or human welfare and of engineering, schools of political science, citizenship and art and others can contribute immeasurably to a coordinated program of administration within a college or university.

5. A careful and truthful recommendation of candidates, with an organized and planned follow-up program for at least three years after placement, not only in the training program but during the first five years of experience so that weaknesses may be detected.

Some of the reasons for an administrator's lack of success which have a bearing on the training program of schools and colleges of education follow.

1. Inability, unwillingness to try or unfamiliarity with the methods and procedures employed to democratize the administrative act.

2. Failure to keep the policy determining board informed on all matters relating to the educational program, its operation and management.

3. Lack of a sense of timing.

4. Inability to make decisions. No policy determining board can tolerate

indecision. It is better to make a wrong decision than to fail to make one or to keep the board dangling in midair, unable to establish a policy or take action.

5. Inability to face social change, which is one of the causes of the lag of the school system behind advancement in the social structure.

6. Practice of dealing with part of a board. There is nothing that contributes to administrative failure more rapidly than to share confidences about policy or school matters in general with selected individual members of a board.

7. Revolution *versus* growth. Occasionally, an administrator will fail to take sufficient time to become acquainted with community traditions, organizations, institutions, ideals or leaders before beginning a change in a school program.

8. Critical judgment about a predecessor.

9. Inability to present a point of view clearly and forcibly.

10. Inability to be a good listener.

11. Lack of common courtesy, not only to the important people but to anyone who has access to the office.

12. Failure to exert educational leadership.

These and other reasons for lack of success suggest to schools and colleges of education the need for improvement in developing administrators.

HOW TO GET BETTER PRODUCTS

Following are my suggestions for the more effective training of school administrators:

1. **Rigid Selection of Candidates for Administrative Training.** Until the administrators of colleges and universities view the school of education with as much interest and confidence as they do the schools of engineering, law or any other well established school in a university, the state of the educational enterprise

will remain low. It is difficult to understand why the school of education, in so many instances, must be the one enterprise in the institution that supports the other schools in maintaining their high standards. And yet, is there any more important function of the university or college than the teaching of sound educational statesmanship and scholarship?

It is essential that our schools of education, if we are to improve the quality of administrators, do an infinitely better job than they are now doing in the initial selection of candidates and in their guidance throughout the training program. Such selection should be based upon intellectual competence, personality, capacity to get along with people, ability to speak with decision and confidence, vision, scholarship and statesmanship.

At any rate, increased experimentation and study are needed in the field of selecting proper candidates for administrative posts. Many enter our universities for the master's or the doctor's degree who, simply by completing the courses and meeting the certification requirements as they now stand, are made available to boards of education.

2. Revision of Certification Requirements. The certification requirements in most of our states are so inflexible that training institutions are practically in a strait jacket as far as experimentation is concerned. It is doubtful whether an administrator in one section of the country needs to take a course in the school law of another state in order to become an administrator in that state. From my observation, a knowledge of the school law, at least as much of it as is required in the average school system, can be obtained by purchasing the code and by inquiring from authoritative sources concerning decisions that have to be made.

The specific courses outlined in certification requirements have proved to be one of the most important restrictive forces in the progress of training administrators. Unless the several states can get together on these matters, either we shall remain in the same state of chaos or ultimately the move will be toward a national system of certification.

3. Evaluation of the Curriculum for Administrators. Each institution

should reappraise and reevaluate the curriculum for administration and supervision. A considerable amount of time may be saved by reorganizing the content of our professional education curriculum. History of education, industrial arts education, home economics, vocational education and many other courses are frequently organized on a three credit basis, each containing overlapping content relating to the others.

The same is true of principles of education and so-called "courses" in the administration of the high school, the elementary school and the special school. What we need in the training of administrators, more than anything else, are more consideration of fundamental principles and the application of these principles. We may have been providing our students with gadgets and not with principles. Expertness in devising a budget, planning a school building, carrying out a maintenance program, purchasing, accounting and many other subjects will be more effectively learned if candidates understand the basic principles of administration and the foundation of leadership.

This is not to say that all of the courses just named are not needed but that an evaluation of each might indicate that forty-five minutes a day for three days a week for fifteen weeks is merely a requirement to conform to an obsolete standard and that many of them could be taught in less time.

A list of courses in administration makes a formidable catalog. A committee representing the school of education might do well to reevaluate these courses. We should not preach individual differences and practice something else.

4. Utilization of the Resources of the Universities. There must be greater utilization of the total resources of our universities. Too frequently the school or college of education is set apart as an independent agency and, of course, the same practice prevails with respect to other professional schools.

For example, instead of developing separate courses on school architecture in the school of education, the school of architecture or engineering should be invited to cooperate in the development of a proper program for prospective administrators. The same thing may

be done with respect to certain courses relating to law, art, human relations and other fields.

There is little coordination among the schools of education, political science and public health administration, and yet no administrator is equipped for his job unless he knows a great deal about local and state government and health problems. This holds true also for potential city managers and directors of municipal government.

5. Careful and Truthful Recommendation of Candidates. One of the important requirements for the proper training of administrators is the need for an honest, frank, truthful statement concerning the candidate's capacity and his success in administrative posts. This phase of the responsibility of schools of education calls for considerable study and evaluation.

From the long range point of view, internships for administrators should be worked out with state departments of education, larger city school systems or other agencies. Too frequently advancement is based merely upon the attainment of credentials necessary for certification, as in the case of the automatic promotion of a principal to superintendent. This practice often saddles a school system with an administrator who lacks an overall knowledge of the educational program.

One other fundamental requirement confronts the school of education today, namely, it must be a place where master teaching is available. Frequently, those who attempt to direct the educational destiny of others are far from being master teachers themselves. More than that, university administration interferes with good teaching by requiring the individual to give evidence of research ability or ability to write. The net result is a considerable body of unimportant tabulations and the presentation of mediocre material in our educational journals. The master teacher should be permitted to pursue his talents in our colleges.

The greatest challenge confronting us, however, is the need for obtaining recognition of the importance of the school of education by the policy determining body of the university administration and providing the financial aid requisite to a quality job of training future school administrators.

INTER-AMERICANISM POINTS THE WAY TO SUCCESSFUL WORLD EDUCATION

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FIGURES FROM THE COMMITTEE ON Friendly Relations Among Foreign Students, based upon a survey by questionnaire, show more than 4000 Latin-American students (including those from Puerto Rico, the Canal Zone and the Virgin Islands) in United States colleges. A somewhat smaller number is enrolled in secondary schools.

Many of these students are here at their own expense. Others have come on scholarships furnished by colleges and universities or civic organizations interested in the other American republics. Some receive assistance from their own governments. Others are being assisted through the official scholarship program of the United States government. Scholarships also are available to our Spanish-speaking citizens.

The study of English has increased greatly in popularity during recent years in the other Americas, especially in the English classes conducted by the cultural centers sponsored in all the countries of America by citizens of those countries and United States residents there. During the past few years special attention has been given to the problem of preparing English teachers for this program, particularly at the University of Michigan, and real progress is now being made in training teachers for work with students from the other Americas both here and in Latin America.

Fundamental constructive steps toward hemisphere educational cooperation have been taken during the last two years by the Inter-American Educational Foundation.

Its program is carried out through bilateral agreements with the various countries by which cooperative inter-American educational services are created within the respective ministries of education.

The objective of these programs is the improvement of general education at the elementary, secondary and normal school levels, with particular emphasis upon health and vocational education and the teaching of the English language. Plans include the exchange of educational personnel, the development of improved teacher training programs and cooperative development of teaching materials.

Since transfer of the Office of Inter-American Affairs to the Department of State, the foundation's program is related more closely to similar programs of the department and to



A Brazilian works with C. C. Hudlow harvesting corn on the Hudlow farm in Arkansas.

plans for an international education organization. During the summer of 1945 the foundation conducted a successful series of teacher workshops and institutes in Nicaragua and its other programs have been meeting with similar success.

For a long time the Pan American Union, through its division of intellectual cooperation, has been assisting schools and teachers with advice and materials useful for teaching purposes, as well as carrying on a broader program to encourage inter-American cultural interchange and the assembling and dissemination of basic information.

The United States Office of Education, through its division of inter-American relations, developed an extensive program of inter-American educational activities in the United States and in the other Americas, particularly for the exchange of teachers. A new division of international education has now absorbed the programs of the division of inter-American relations, extending the same kind of operations into other geographical areas.

The Inter-American Training Administration has become the International Training Administration, extending to young men and women of all nations of the world the scope of its programs of in-service training developed to so great an extent during the war.

INTER-AMERICAN CENTERS

One of the outstanding achievements of the Office of Inter-American Affairs was its success in organizing inter-American centers in most large cities of the United States and in making inter-Americanism a major part of the civic and educational programs of more than 100 organizations of national scope. In 1945 a Council on Inter-American Cooperation, with headquarters in New York City, was organized to continue these functions.

During the school year 1944-45 more than 100 colleges and universities conducted inter-American institutes or lecture programs to improve the background of students, teachers and other adults in their communities. In many places such institutes have become annual affairs. More than 30 colleges conducted inter-American teacher training workshops during the summers of 1943, 1944 and 1945.

It is a conservative estimate that the study of Spanish and Portuguese in our schools and colleges has doubled during the last four or five years. Both Texas and California have experienced a spectacular increase in the study of Spanish in their elementary schools. The educators' responsibility is to channel this increased interest in language study into constructive efforts to improve the quality of language teaching and to produce, not more students who have a smattering of language, but more students who have mastered a language to the point at which it will be useful in travel or in other ways connected with the expanding program of inter-American relations.

In view of the importance of these questions, the National Education Association sponsored a nationwide series of conferences on the teaching of Spanish and Portuguese in 1945. The report of the director of this program, Stephen Pitcher, was recently published by the association.

TEACHING MATERIALS INCREASE

Perhaps the most striking development has been the great increase during the last five years in the quality of teaching materials available in the inter-American field: books, pamphlets, films and exhibits. Many agencies and hundreds of individuals have turned out so much material that the problem now faced by teachers and curriculum makers is one of selection.

Naturally, the development has been uneven and certain highly desirable kinds of material, such as biographical material and visual aids, are notably underdeveloped. The American Council on Education now provides a good collection of colored slides at moderate price, in a wide range of Latin-American topics.

The Curriculum Service Bureau, directed by Gordon Mirick, with headquarters in New York City, is now engaged in evaluating teaching materials on Latin America, as well as on the Far East and Russia, and will endeavor to develop new materials.

The study of the inter-American content of textbooks published by the American Council on Education (in cooperation with the Office of Inter-American Affairs) has received wide attention and has raised several

fundamental questions in reference to inter-American educational programs. Its findings of the persistence of prejudiced attitudes in teaching materials dealing with the other Americas raise fundamental questions as to the attitudes and objectives which the inter-American program should seek through the schools.

For one thing, more serious attention must be given to educational conditions among our Spanish-speaking population of approximately 3,000,000 living largely in the Southwest. Educators in Texas, California, Michigan and elsewhere have begun to give this matter attention. In general, it may be said that our schools should give to the other American republics, their geography, people, culture, problems and languages an amount of sympathetic attention proportional to their importance to us and the world.

The program of inter-Americanism in our schools should be a permanent one because the need of the Americas for each other is permanent and because inter-American education points the way in many respects to successful world education. What is now needed is more careful consideration by educators responsible for our school curriculums of ways and means of realizing the possibilities of the inter-American concept.

COMMON PROBLEMS

America has a great common heritage in its land, its peoples and its history. In this connection, the simple geographical fact of occupation of one continent is important in many ways, although its importance has been overemphasized.

The American nations share a certain quality of newness deriving from the fact that they have all engaged or are engaging in the development of the land of a new continent; they share in greater or less degree a complicated racial heritage (Indian, Negro and white) and the consequent problems arising therefrom. They have the history of a common movement for independence; they are all republics engaged in the achievement and preservation of democracy, and they have a long record of successful international cooperation. These are the concepts that must animate the program of inter-American education.

FREE INQUIRY or SECTARIAN INDOCTRINATION?

Book Review by

ERNEST J. CHAVE

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DR. V. T. THAYER, FOR EIGHTEEN years director of the Ethical Culture Schools of New York, is seriously concerned with the varied attempts of sectarian religion to "bore within public education" and to break down the American tradition of the separation of Church and State. He has clearly and forcibly presented his point of view in the recently published "Religion in Public Education."^{*}

Perhaps his most important contribution is the clear way in which sectarian indoctrination is set over against free inquiry fostered by public education. In his historical review of the conditions which led to the separation of Church and State, Dr. Thayer shows how a new policy was adopted putting "reliance upon reason and persuasion, free communication and free thought, in bringing about religious conviction."

CULTIVATE CRITICAL THINKING

Dr. Thayer rightly fears a return to the situation in which freedom is lost and religious bigotry controls. For the highest standards of both religion and morals we need the cultivation of ability to think critically and creatively. When any religious group, Catholic, Jewish or Protestant, takes over education the tendency is to smother free inquiry in the effort to gain conformists to an established faith and practice. But any static system of religious thought is inadequate for a modern world, and a fixed code of morals based upon authority is not equal to the changing and intricate relationships of current life.

It would also seem that there is little hope for the type of objective study of religion in the public schools, such as recently suggested by the American Council on Education, as long as sectarian interests are so

strong. Concepts of religion would need to be radically changed before this was feasible and it may be that the best way to move in this direction is to improve the quality of general education, stimulating growing people to question all religious assumptions and to base their beliefs upon an integrated view of human learnings.

It certainly is true that all the widely variant forms of religion cannot have the unique truths of a "revealed" essence. Truth, for Dr. Thayer, is a growing product of the common life and does not rest upon the claims of any sect.

This point of view underlies the discussion in chapter VI of the question, "Can our public schools develop a sound morality without instruction in religion?" The best studies of correlation between religious instruction and moral behavior are reviewed and the shortcomings of organized religion are revealed. Both democratic living and sound morality are found to "rest upon a much wider base than sectarian religious instruction."

Homes, schools and other institutions in modern society all contribute to the development of moral concepts and practices but Dr. Thayer feels that the public schools are America's strongest and most strategic force in this combination of influences. To try to make youngsters religious by adding an hour or two of formal instruction, and thereby to make them moral and free from dangers of delinquency, is to both the author and the reviewer contrary to the sane judgment of any educated person.

Furthermore, there is reason to investigate carefully just what private and parochial schools are doing, for if they are hindering free thought

they are a menace to our democratic institutions. The case against week day religious education on released time is well argued. I see no more reason for the public schools' countenancing religious indoctrination than for them to support political parties in indoctrinating their children and any others they could reach.

Dr. Thayer challenges the frequent assumption that all democratic ideals and moral principles stem from the Judaeo-Christian tradition. He finds that this religious stream has been pretty muddy, with many inconsistent expressions of what constitutes good conduct. While the Judaeo-Christian contribution has been significant, the growing meanings and standards of religion and morality have been achieved by mankind in the slow process of adjustment and reflection and readjustment.

He discounts the emphasis on verbal instruction in the history and abstract principles of religion and morals, putting the center of attention upon guidance in living. While parents, teachers and all adults who share in the educational process must have a wholesome philosophy, with a broad historical perspective, the child must have time to weave his maturing experience into racial learnings, to find the finer patterns and to gain convictions as to the basic meanings and values.

STEPS IN CHARACTER EDUCATION

It is interesting to find that in the appendix, where the author describes the ethical system of training in the Ethical Culture Schools, a combination of verbal instruction in the legends and traditions of the past, with group projects and studies of current life, proves a consistent effort to put theory into practice.

In the final chapter the developing interests of the public school in character education are reviewed. While the author admits that "many of the

^{*}Thayer, V. T.: *Religion in Public Education*, New York City, Viking Press, 1947, pp. 212, \$2.75.

evils that beset us extend their roots deep down into the economic, social and political order and are thus beyond the power of the school to correct," he sees opportunities for conditioning conduct in the formative school years and outlines some of the

progressive steps that are being taken in this country.

It is encouraging to find someone who has "faith" in the ability of untrammelled thinking to arrive at truth" and who believes that the American people have succeeded in

building an educational program that respects spiritual values. Objectives are being clarified and processes are being refined in the public schools. Let the sectarian agencies become significant parts of a cooperative enterprise for spiritual advance.

THE NEW JERSEY SCHOOL BUS DECISION

A digest of Mr. Justice Rutledge's Dissenting Opinion

"CONGRESS SHALL MAKE NO LAW respecting an establishment of religion, or prohibiting the free exercise thereof. . . ." U. S. Const., Am. Art. I. . . .

I cannot believe that the great author of those words, or the men who made them law, could have joined in this decision. Neither so high nor so impregnable today as yesterday is the wall raised between Church and State by Virginia's great statute of religious freedom and the First Amendment, now applicable to all the states by the Fourteenth.

New Jersey's statute sustained is the first, if indeed it is not the second, breach to be made by this court's action. That a third and a fourth and still others will be attempted, we may be sure. . . . Thus with time, the solidest freedom steadily gives way before continuing corrosive decision. . . .

Not simply an established church, but any law respecting an establishment of religion is forbidden [by the First Amendment]. . . . The amendment's purpose was not to strike merely at the official establishment of a single sect, creed or religion, outlawing only a formal relation such as had prevailed in England and some of the colonies.

Necessarily, it was to uproot all such relationships. But the object was broader than separating Church and State in this narrow sense. It was to create a complete and permanent separation of the spheres of religious activity and civil authority by comprehensively forbidding every form

of public aid or support for religion. . . .

No one would claim today that the amendment is constricted, in "prohibiting the free exercise" of religion, to securing the free exercise of some formal or creedal observance, of one sect or of many. It secures all forms of religious expression, creedal, sectarian or nonsectarian, wherever and however taking place, except conduct which trenches upon the like freedoms of others or clearly and presently endangers the community's good order and security." . . .

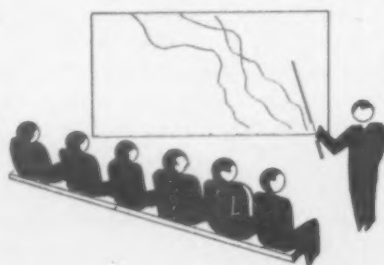
Accordingly, daily religious education commingled with secular is "religion" within the guaranty's comprehensive scope. So are religious training and teaching in whatever form. The word connotes the broadest content, determined not by the form or formality of the teaching or where it occurs, but by its essential nature regardless of those details. . . .

The prohibition broadly forbids state support, financial or other, of religion in any guise, form or degree. It outlaws all use of public funds for religious purposes.

No provision of the Constitution is more closely tied to, or given content by, its generating history than the religious clause of the First Amendment. . . . In the documents of the times, particularly of Madison, who was leader in the Virginia struggle before he became the amendment's sponsor, but also in the writings of Jefferson and others and in the issues which engendered them is to be found irrefutable confirmation of the amendment's content.

For Madison, as also for Jefferson, religious freedom was the crux of the struggle for freedom in general. . . . Madison opposed every form and degree of official relation between religion and civil authority. For him religion was a wholly private matter beyond the scope of civil power either to restrain or to support. . . . State aid was no less obnoxious or destructive to freedom and to religion itself than other forms of state interference.

In no phase was he more unrelentingly absolute than in opposing state support or aid by taxation. Not even "three pence" contribution was thus to be exacted from any citizen for a purpose. . . . And the principle was as much to prevent "the interference of law in religion" as to restrain religious intervention in political matters. In this field the authors of our freedom would not tolerate "the first experiment on our liberties" or "wait till usurped power had strengthened itself by exercise, and entangled the question in precedents." . . . Nor should we.



In view of this history, no further proof is needed that the amendment forbids any appropriation, large or small, from public funds to aid or support any and all religious exercises. . . .

Today, apart from efforts to inject religious training or exercises and sectarian issues into the public schools, the only serious surviving threat to maintaining that complete and permanent separation of religion and civil power which the First Amendment commands is through use of the taxing power to support religion, religious establishments or establishments having a religious foundation, whatever their form or special religious function.

Does New Jersey's action furnish support for religion by use of the taxing power? Certainly it does, if the test remains undiluted as Jefferson and Madison made it, that money taken by taxation from one is not to be used or given to support another's religious training or belief, or indeed one's own. . . .

The court does not dispute, nor could it, that their use does in fact give aid and encouragement to religious instruction. It only concludes that this aid is not "support" in law. But Madison and Jefferson were concerned with aid and support in fact, not as a legal conclusion "entangled in precedents." . . . Here parents pay money to send their children to parochial schools and funds raised by taxation are used to reimburse them. This not only helps the children to get to school and the parents to send them; it aids them [the parents] in a substantial way to get the very thing which they [the children] are sent to the particular school to obtain, namely, religious training and teaching.

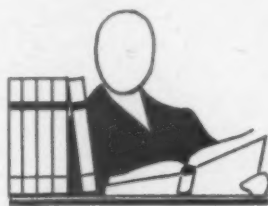
TAXPAYER SUPPORTS OTHER FAITH

Believers of all faiths, and others who do not express their feeling toward ultimate issues of existence in any creedal form, pay the New Jersey tax. . . . Each thus contributes to "the propagation of opinions which he disbelieves" insofar as their religions differ, as do others, who accept no creed without regard to those differences. . . .

New Jersey's action, therefore, exactly fits the type of exaction and the kind of evil at which Madison and Jefferson struck. Under the test

they framed, it cannot be said that the cost of transportation is no part of the cost of education or of the religious instruction given. . . . Nor is there pretense that it relates only to the secular instruction given in religious schools or that any attempt is or could be made toward allocating proportional shares as between the secular and the religious instruction.

It is precisely because the instruction is religious and relates to a particular faith, whether one or another, that parents send their children to religious schools. . . . And the very purpose of the state's contribution is to defray the cost of conveying the pupil to the place where he will re-



ceive not simply secular, but also and primarily religious teaching and guidance. . . .

Yet this very admixture is what was disestablished when the First Amendment forbade "an establishment of religion." Commingling the religious with the secular teaching does not divest the whole of its religious permeation and emphasis or make them of minor part, if proportion were material. . . .

Finally, transportation, where it is needed, is as essential to education as any other element. Its cost is as much a part of the total expense, except at times in amount, as the cost of textbooks, of school lunches, of athletic equipment, of writing and other materials; indeed of all other items composing the total burden. . . . Hardly can it be maintained that transportation is the least essential of these items, or that it does not in fact aid, encourage, sustain and support, just as they do, the very process which is its purpose to accomplish. No less essential is it, or the payment of its cost, than the very teaching in the classroom or payment of the teacher's sustenance. . . .

For me, therefore, the feat is impossible to select so indispensable an item from the composite of total

costs and characterize it as not aiding, contributing to, prompting or sustaining the propagation of beliefs which it is the very end of all to bring about. Unless this can be maintained, and the court does not maintain it, the aid thus given is outlawed.

Payment of transportation is no more, nor is it any the less, essential to education, whether religious, or secular, than payment for tuitions, for teachers' salaries, for buildings, equipment and necessary materials. Nor is it any the less directly related, in a school giving religious instruction, to the primary religious objective all those essential items of cost are intended to achieve. . . .

But we are told that the New Jersey statute is valid in its present application because the appropriation is for a public, not a private purpose, namely, the promotion of education, and the majority accept this idea in the conclusion that all we have here is "public welfare legislation." If that it true, . . . then I can see no possible basis, except one of dubious legislative policy, for the state's refusal to make full appropriation for support of private, religious schools, just as is done for public instruction. There could not be, on that basis, valid constitutional objection to such support. . . .

AN ENGINE OF CIVIL POLICY

The public function argument, by casting the issue in terms of promoting the general cause of education and the welfare of the individual, ignores the religious factor and its essential connection with the transportation, thereby leaving out the only vital element in the case. . . . We have here one substantial issue, not two. . . .

Education, which includes religious training and teaching, and its support have been made matters of private right and function, not public, by the very terms of the First Amendment. That is the effect not only in its guaranty of religion's free exercise, but also in the prohibition of establishments. . . .

In truth this view [the majority opinion] contradicts the whole purpose and effect of the First Amendment as heretofore conceived. The "public function"—"public welfare"—"social legislation" argument seeks, in Madison's words, to "employ Religion that is, here, religious edu-

cation as an engine of Civil policy." Remonstrance, Par. 5. . . .

Our constitutional policy is exactly the opposite. It does not deny the value or the necessity for religious training, teaching or observance. . . . But to that end it does deny that the state can undertake or sustain them in any form or degree. . . . As the state cannot forbid, neither can it perform nor aid in performing the religious function. The dual prohibition makes that function altogether private. It cannot be made a public one by legislative act. This was the very heart of Madison's Remonstrance, as it is of the amendment itself. . . .

EXCLUSIVELY A PRIVATE AFFAIR

By no declaration that a gift of public money to religious uses will promote the general or individual welfare, or the cause of education generally, can legislative bodies overcome the amendment's bar. . . . The amendment has removed this form of promoting public welfare from legislative and judicial competence to make a public function. It is exclusively a private affair.

The reasons underlying the amendment's policy have not vanished with time or diminished in force. Now, as when it was adopted, the price of religious freedom is double. . . . The great condition of religious liberty is that it be maintained free from sustenance, as also from other interferences, by the state. For when it comes to rest upon that secular foundation it vanishes with the resting. . . . Public money devoted to payment of religious costs, educational or other, brings the quest for more. It brings, too, the struggle of sect against sect for the larger share or for any. . . . It is the very thing Jefferson and Madison experienced and sought to guard against,

whether in its blunt or in its more screened forms. . . . The dominating group will achieve the dominant benefit; or all will embroil the state in their dissensions.

Exactly such conflicts have centered of late around providing transportation to religious schools from public funds. The issue and the dissension work typically, in Madison's phrase, to "destroy that moderation and harmony which the forbearance of our laws to intermeddle with Religion, has produced amongst its several sects." . . .

But most important is that this approach, if valid, supplies a ready method for nullifying the amendment's guaranty, not only for this case and others involving small grants in aid for religious education, but equally for larger ones. . . .

This is not, therefore, just a little case over bus fares. In paraphrase of Madison, distant as it may be in its present form from a complete establishment of religion, it differs from it only in degree, and is the first step in that direction. . . .

No one conscious of religious values can be unsympathetic toward the burden which our constitutional separation puts on parents who desire religious instruction mixed with secular for their children. . . .

NO LEGAL DISCRIMINATION

But if those feelings should prevail, there would be an end to our historic constitutional policy and command. No more unjust or discriminatory in fact is it to deny attendants at religious schools the cost of their transportation than it is to deny them tuitions, sustenance for their teachers or any other educational expense which others receive at public cost. Hardship in fact there is which none can blink. But, for assuring to those who undergo it the greater, the

most comprehensive freedom, it is one written by design and firm intent into our basic law.

Of course, discrimination in the legal sense does not exist. The child attending the religious school has the same right as any other to attend the public school. But he foregoes exercising it because the same guaranty which assures this freedom forbids the public school or any agency of the state to give or aid him in obtaining the religious instruction he seeks. . . .

We have staked the very existence of our country on the faith that complete separation between the state and religion is best for the state and best for religion. . . .

It is only by observing the prohibition rigidly that the state can maintain its neutrality and avoid partisanship in the dissensions inevitable when sect opposes sect over demands for public monies to further religious education, teaching or training in any form or degree, directly or indirectly. Like St. Paul's freedom, religious liberty with a great price must be bought. And for those who exercise it most fully, by insisting upon religious education for their children mixed with secular, by the terms of our Constitution the price is greater than for others. The Constitution requires, not comprehensive identification of state with religion, but complete separation. . . .

Two great drives are constantly in motion to abridge, in the name of education, the complete division of religion and civil authority which our forefathers made. One is to introduce religious education and observances into the public schools. The other, to obtain public funds for the aid and support of various private religious schools. . . . In my opinion both avenues were closed by the Constitution. Neither should be opened by this court.

The matter is not one of quantity, to be measured by the amount of money expended. Now, as in Madison's day, it is [a matter] of principle, to keep separate the separate spheres as the First Amendment drew them; to prevent the first experiment upon our liberties, and to keep the question from becoming entangled in corrosive precedents. We should not be less strict to keep strong and untarnished the one side of the shield of religious freedom than we have been of the other. . . .

WRITE FOR YOUR VOLUME INDEX

If you bind your volumes of *The NATION'S SCHOOLS* you will want the index to Volume 39, covering issues from January through June 1947. Continued paper shortages prevent its publication in the magazine.

Send requests to 919 N. Michigan, Chicago 11, Ill.

LESSONS FOR ALL IN THE SCHOOL LUNCH

SUE R. HAINES

Assistant in Elementary Education
Ohio State University

PROPER NUTRITION BECAME A community problem and even a national responsibility during the war. The issuance of ration books was the beginning of a community concern for food in many schools. In a New York area alone the number of school lunches served doubled between 1942 and 1944 and in Great Britain today food has become a public utility, with the schools sharing much of the mechanical effort of distributing it.

Wartime research showed us the types of food most needed for health, and the markets today have ever increasing numbers of foods from which the consumer must make his selection in terms of the contribution each item will make to vital, healthful living. However, propaganda and discussion alone on an adult level will hardly bring about an adequate understanding of the individual's nutritional requirements.

EXPERIENCE BEGINS IN NURSERY

The habitual consumption of foods which constitute a proper diet involves educative experiences with food, beginning in the nursery. Teachers and parents need to know that few areas of the country are nutritionally self sufficient, that the selection of foods from many sections of the country and even from remote parts of the world is highly beneficial.

They need to understand the nutritious qualities present in an adequate diet and to recognize the fact that food habits are firmly established in the very young child. To change these habits from bad to good, even the very young child must daily be offered items from the

seven basic food groups established by the War Foods Administration. These are as follows:

1. Green and yellow vegetables: raw, cooked, frozen or canned.
2. Citrus fruits, tomatoes, raw cabbage or salad greens.
3. Potatoes and other vegetables and fruits: raw, dried, cooked, frozen or canned.
4. Milk: fluid, evaporated, dried; or cheese.
5. Meat, fish, poultry or eggs; or dried beans, peas, nuts or peanut butter.
6. Bread, flour and cereals: natural whole grain, enriched or restored.
7. Butter and fortified margarine (with added vitamin A).¹

SOCIABILITY STIMULATES INTEREST

Since eating is a social function, interest in a new food is stimulated more easily in the social companionship of the home or school than when a person eats alone.

The good nursery schools of today have been quick to realize the influence of nutritional education on the child's well-being. Their programs include midmorning and midday lunches for all children. At the present time, however, not enough nursery schools are operating to provide all children the experience of nutritional guidance.

Interest in food can bring about an immediate and natural cooperation between the school staff and adults in the community, whether or not the latter have children in school or an interest in the well-being of the whole neighborhood.

¹National Wartime Food Guide, U. S. Department of Agriculture, Washington, D. C., NFC 4 Rev. (July) 1944.

Schools could easily become the springboard for the dispersion of all up to date nutritional information. Experiments in group feeding, food processing and the general improvement of community nutritional standards could easily grow out of an interest in nutrition shared by teachers, parents and children.

Great possibilities for developing parental understanding of children are offered those individuals who cooperate in a school lunch program. The parent comes to school to work and learn, not to be criticized or reprimanded for her management of earlier difficulties. In an atmosphere of mutual cooperation the parent observes her child's emotional maturity and social acceptance as she works with the group.

ADVANTAGE OF WORKING TOGETHER

A common interest and participation in preparing, serving or clearing away the food offers natural opportunities for parents and teachers to confer and plan a program or set up a policy for handling a child's difficulties, whether they be academic, physical, emotional or social. A feeling of friendship and of mutual understanding is thus developed.

Several suggestions are here presented for a midmorning school lunch. Bottled milk gets nine tenths of the publicity as a good food for between-meal feeding. It is extremely sanitary and a tested standby. There are, however, conditions under which children tire of it or it is expensive and not available.

Other foods present new learning situations both in preparation and in eating. The nutritional value of powdered skimmed milk,² which is much less expensive than other milk, should be considered. It can be obtained from most large dairies in easily stored tins. Hot chocolate is readily made by adding water to it and small amounts of easily stored sugar and cocoa. Diluting the powder with pot liquors or vegetable juice is another method of supplying the child with many essential vitamins and minerals that might otherwise be discarded as waste. A thrifty group of mothers could save enough juice from canned peas, beans, asparagus or spinach to make a palatable drink for the children.

²American Dry Milk Institute, 221 N. La Salle Street, Chicago.

The use of green vegetables and sprouts in the school lunch offers unlimited educative possibilities when the children are allowed to grow these products in the classroom. Parsley is now recognized as one of the best sources of vitamin A. Such a little bit of it gives so much by comparison with other sources! In many sections of the country, parsley remains fresh and green throughout the winter out of doors. In other sections, it can be transplanted in pots and used for classroom decoration as well as for consumption. Crackers spread with cream cheese and finely chopped parsley makes a palatable snack.

The recent researches of Read,³ McCoy⁴ and Trelease⁵ present interesting methods of using soybean sprouts and describe the ascorbic acid quantity in various beans and peas. Both of these vegetables are easily sprouted in from three to four days. The soybean is probably more palatable if boiled in a minimum of water before using. The mungo, a smaller bean from China, is delicious when eaten raw. Teachers from India and Burma highly recommend the chick-pea as even more palatable when sprouted.

All of these can be obtained from seed stores in most cities. Experiments with sprouting several varieties would probably heighten the interest of the children. Teachers who are creative will see the potentialities of Spanish peanuts and parched soybeans, as well as of edible seeds.

LESSONS IN GROWING THINGS

In the spring and summer more direct learning experiences could be provided out of doors. Radishes, onions and lettuce are often ready to be eaten in less than a month after planting, if the season is not too retarded. Every opportunity should be used to incorporate the tender green tops of both onions and radishes in salads and sandwiches.

Where working in school gardens has been an integral part of the learning experience of children,

teachers report improved eating habits, wider interest in many varieties of food and a realization of some of the social and economic problems involved in the cultivation of vegetables and fruits. In many regions this would necessitate a summer session to care for picking and preserving.

School property should be used for the entire twelve months, even if a larger staff than otherwise required has to be employed and a different type of educational program presented. The grounds of most schools are out of date for present essential learning situations. When newer programs are developed, the attention of the community should be focused on existing deficiencies. As more people become aware of the advantages of direct learning programs and are willing to assist in their promotion, the physical school plant will undergo modification.

A simple device for serving the midmorning snack is a box-like cart, holding fruits and vegetables from which children can make their selection. Parents would enjoy assisting in the purchase of the foods and observing the choices their children make from the cart. Much social planning would go into this method of serving the lunch. It would also be an interesting way for children to learn how to choose for themselves proper foods for the day.

An extremely interesting experiment could be undertaken to discover whether sweets are truly the first choice of children at a midmorning lunch period. In most studies where children have been given freedom of choice, only foods of high nutritional quality have been served. Nutritionists declare that adults early in a child's life condition the child to prefer candies and cakes to other foods by offering him sweets as a reward for the consumption of foods usually considered less palatable, such as vegetables and fruits. If children could be selected for this experiment before any such conditioning process had affected their preference, a true evaluation of sweets could be obtained.

With an older group, the microscope and culture growing mediums could be used to verify the significant claims of modern dentistry with regard to the growth of *bacillus acidophilus* in sugar saturated saliva. The discovery of which type of saliva

produces a fertile field for the growth of enamel eroding bacteria would make a far deeper impression on children than reprimands for too much candy eating.

Pupils might also like to test the pick-up and energy giving qualities of sweets and other food items in the daily diet. The manner in which sugars and starches are manufactured in plants would make an interesting demonstration and would also point out the high sugar content of certain foods.

NEED FOR MIDMORNING LUNCH

Many recent studies have shown that breakfast is often omitted in the American home. Children from these homes would be without food for from sixteen to eighteen hours, or the entire forenoon, unless a midmorning lunch was served at school. The practice of omitting breakfast also cuts considerably the day's intake of vitamins B and C. Dines⁶ discovered in an underprivileged group of 250 children that one third of them seldom had breakfast and only one fourth ever had fruit or tomato juice. It should not take long for educators where such conditions exist to see the need for doing more than talk about the necessity of eating proper food.

A week's serving of food at school might be tried. An organizing committee could consider the supplying of utensils the minimum of which would probably be a cup, a spoon, and a paper napkin for each child. A large pot, hot plate, paring knife, shredder and stirring spoon might be the initial needs for the group as a whole but even these could be simplified if only cold foods were served. With some help, even a second grade child could participate in the financial experiences and obligations of carrying out this program. What an interesting way for him to learn arithmetic!

The school staff, parents and children will be amazed at the learning opportunities offered by a school lunch program, as well as at the physical and social benefits to all concerned, once these are pointed out to them. Permitting parents to participate for short intervals in the regular activities of the school is not the least of the educative advantages of such a program.

⁶Dines, R. S.: Unpublished paper, July 1945.

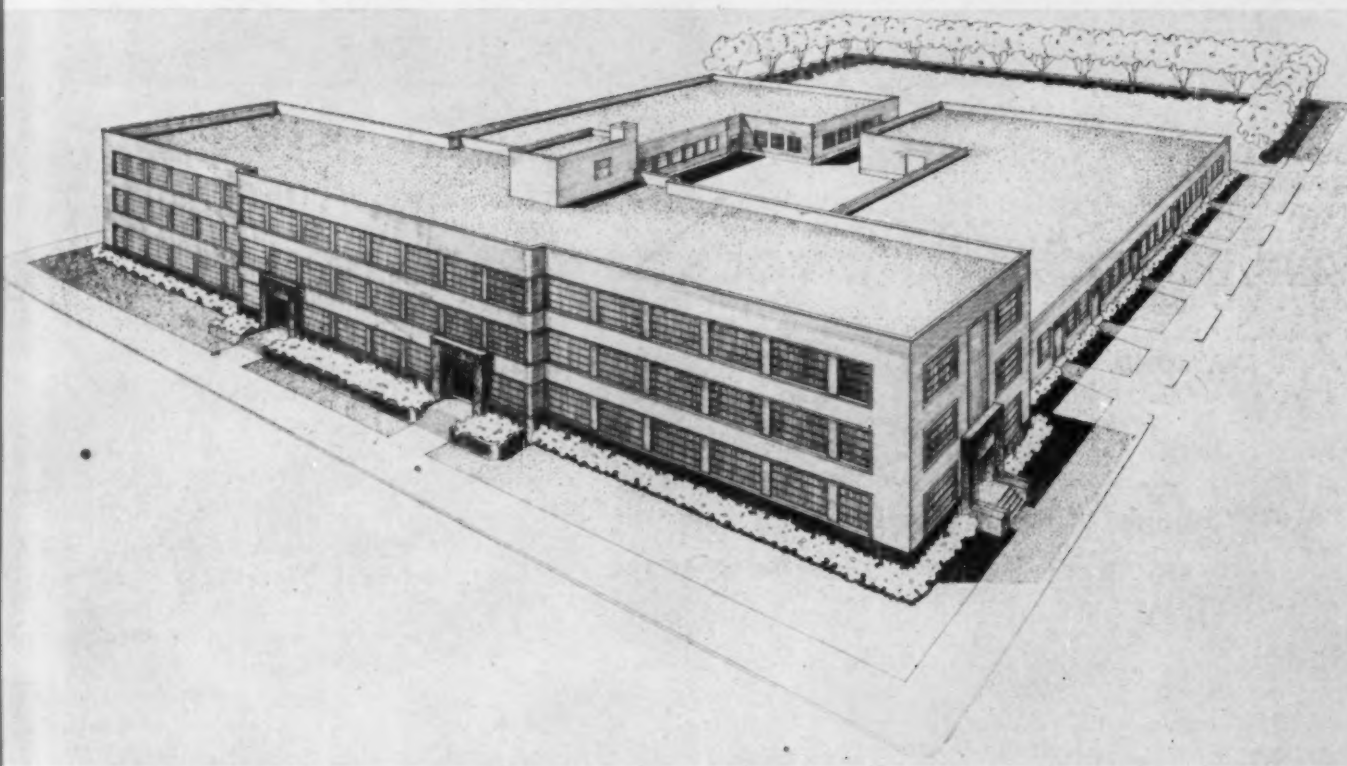
³Reid, M. E.: The Effect of Light on the Accumulation of Ascorbic Acid on Young Cowpea Plants, *American Journal of Botany* 25:201.

⁴McCoy, C., and Heller, C. A.: Soy Sprouts, *Soybean Digest* (October) 1943.

⁵Trelease, S. F., and Trelease, H. M.: Sprouted Soy Mungo Beans, *Journal New York Botanical Garden* 44:254 (November) 1943.

Secondary

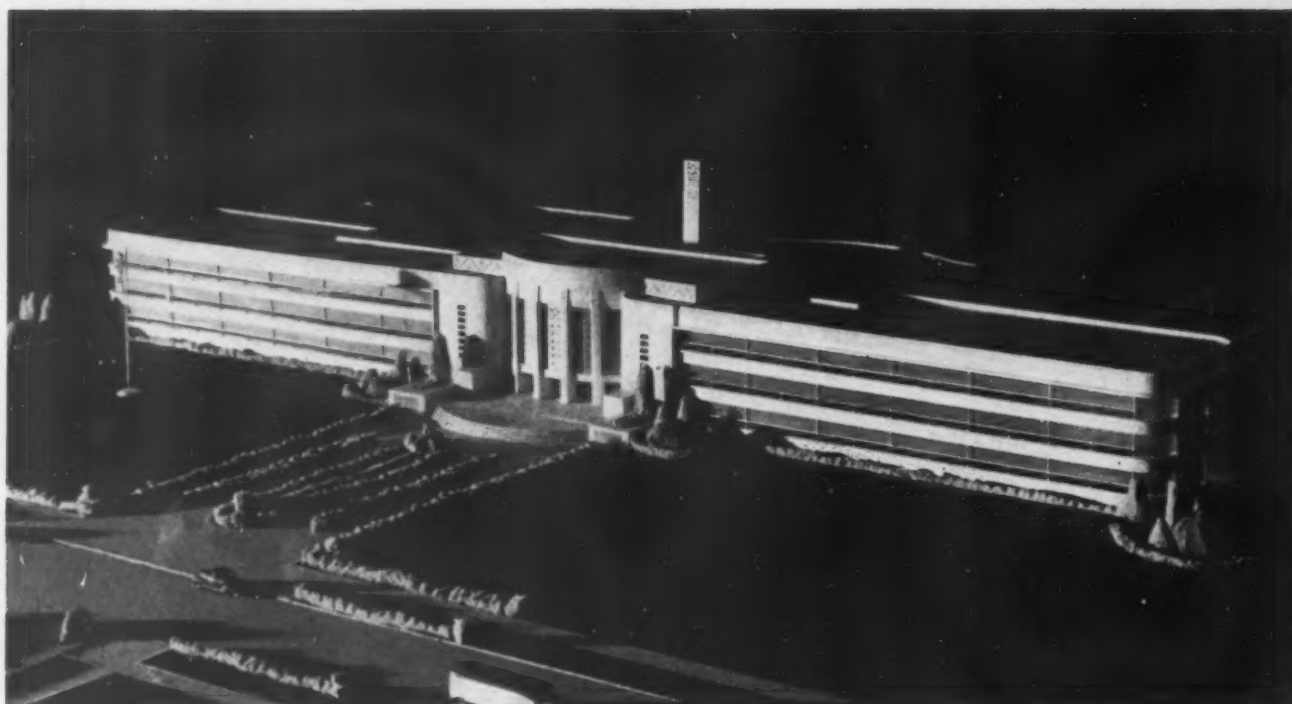
S C H O O L H O U S E



Vocational Building, Tucson Senior High School, Tucson, Ariz. Article on page 39.

P L A N N I N G

Schools



Model of the new Central High School to be erected at Council Bluffs.

SERVES SOCIAL AND VOCATIONAL NEEDS

1

RAYMOND A. ORPUT
Architect, Rockford, Ill.

GERALD W. KIRN
Superintendent, Council Bluffs, Iowa

COUNCIL BLUFFS, IOWA

Through efficient programming and the recessing of fixtures, classroom space in this building will be completely used.

THE NEXT DECADE WILL SEE MANY significant changes in secondary education. The modern high school not only must develop in its pupils the usually accepted skills and furnish them the usual information but must also implement their need for vocational fitness and social imagination, train them for civic responsibilities and develop in them national and international understandings. It must afford an opportunity for all children of high school age in a community to develop their personalities to the limit of their individual capacities. In the light of rapidly changing social conditions, all this is a large order.

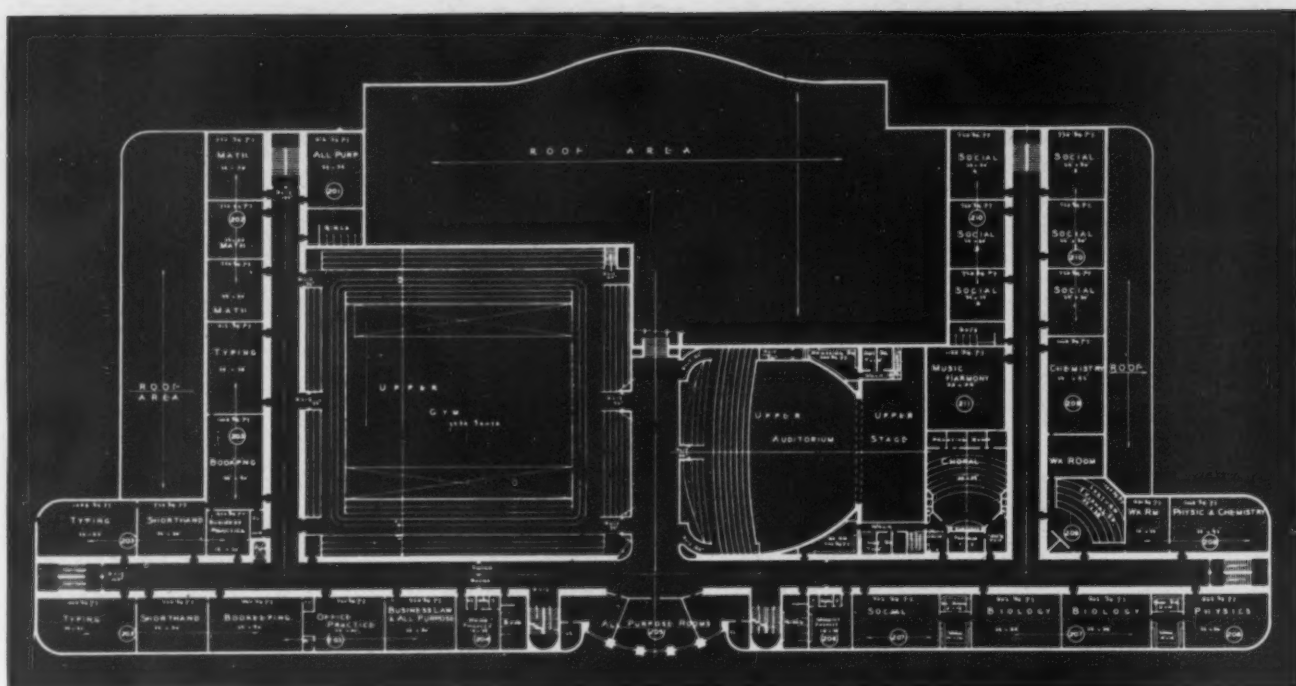
The citizens of Council Bluffs, Iowa, are facing their public school

needs realistically. Most of the schools in the city are old and inadequate. Plans for the future call for the construction of a number of elementary schools, the elimination of several small uneconomical buildings and the construction of a new central high school that will be unexcelled in the Midwest.

At present there are two high schools in Council Bluffs. Neither is adequate for a modern high school program. The existence of two high schools has accentuated a natural rivalry between the two sections of the city, one of which is largely industrial, the other more cosmopolitan. A central high school to serve both sections alike will have a unifying effect on the city's thinking.

The present high school buildings can well be adapted to junior high school needs. The board of education has funds on hand for the building of a new elementary school as soon as materials are available and for subsequent buildings immediately thereafter. With the new central high school, the transformation of the present two high schools into junior highs and the construction of new elementary school buildings, the number of elementary schools can be reduced from 17 to 12.

The construction of a new senior high school is the key to the solution of the building problem in Council Bluffs. The new school will accommodate 2000 pupils. The plan provides the structural elements required for an additional 540 pupil load in the future without necessitating a change in basic design. This will make possible the addition of grades 13 and 14 and the development of a junior college with academic and vocational objectives.



Science laboratories and the commercial department will be on the second floor.

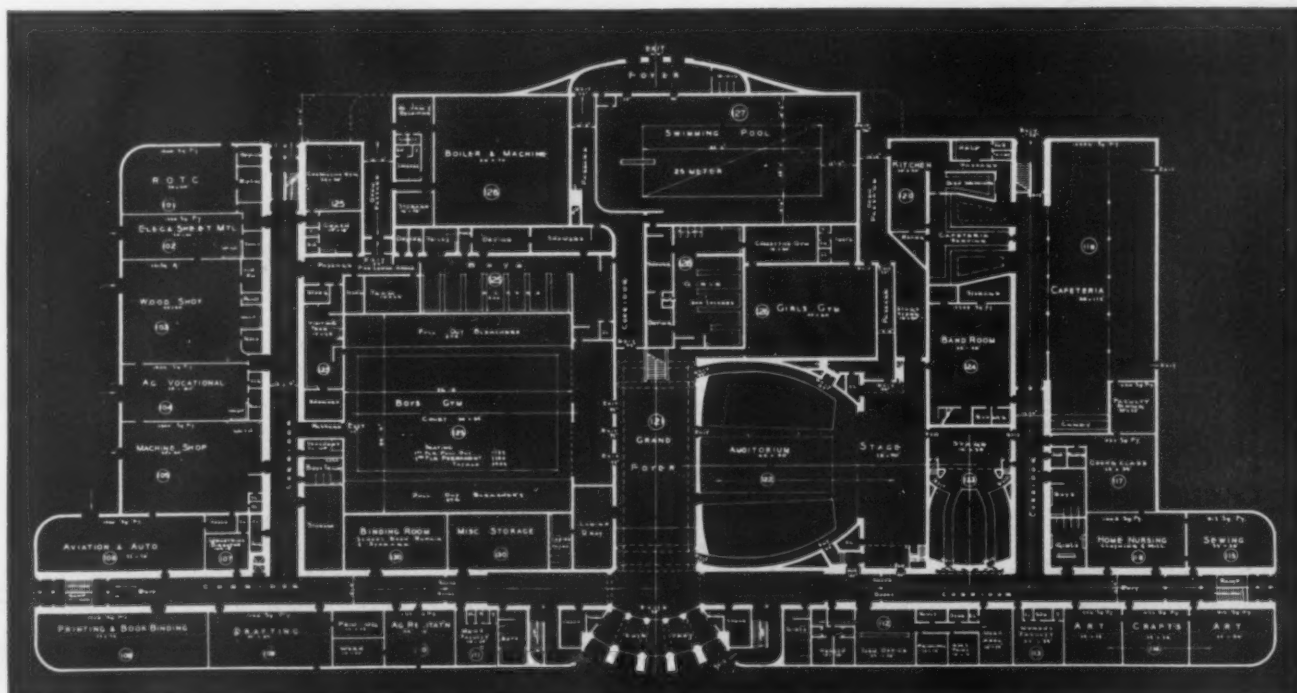
The new high school will be one of the largest monolithic concrete school structures in the Midwest, its design taking full advantage of the plastic nature of the material by the introduction of curved surfaces of unusual beauty. The flowing lines of the structure will be accentuated by the use of continuous bands of corrugated glass which will provide light for classrooms and obviate the need for shades or venetian blinds to control glare. The exterior bands of

concrete separating the floors will be invisibly supported, a feature which will add to the feeling of continuity in the design.

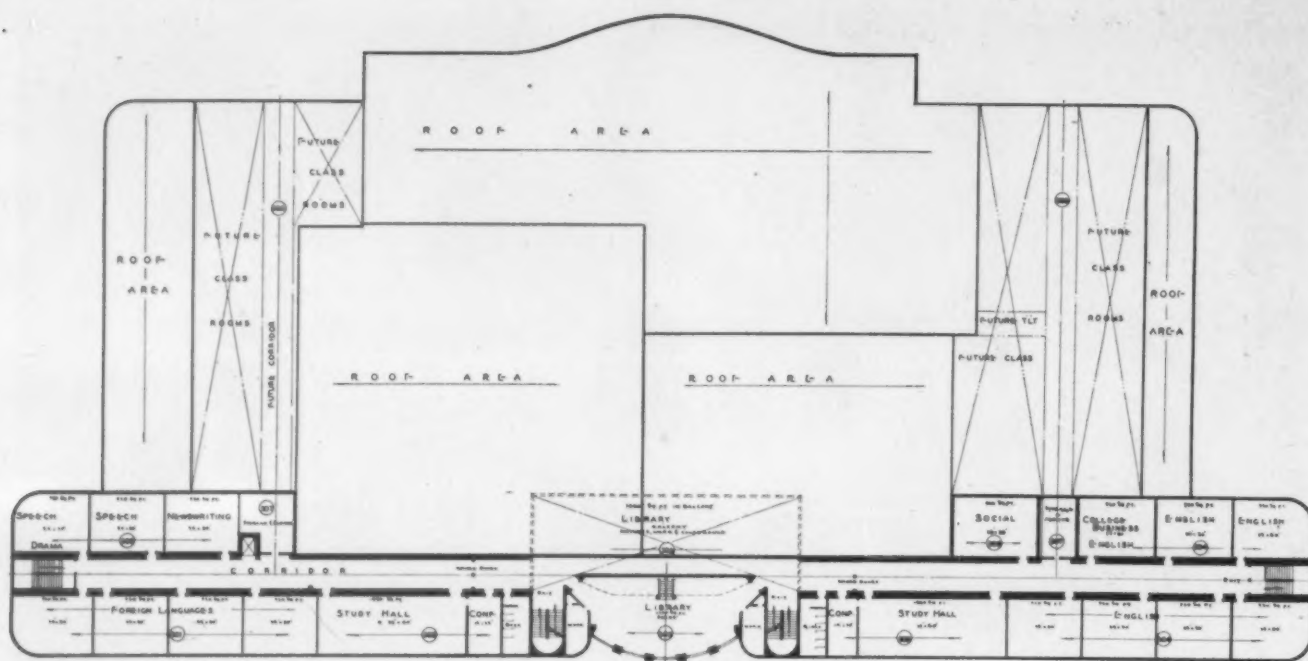
Integration is the idea underlying the general scheme of the building. In developing the plan, the total pupil load was ascertained. This was then broken down into the number of pupils assigned to each subject, and the individual classrooms were assigned for use on a six hour day for each subject. In this manner the

efficiency of each room has been determined in advance so that not one dollar will be wasted on surplus accommodations over and above the requirements of the pupil load.

The individual classrooms will have no projecting parts since all elements, such as blackboards, radiation units, window trim and the like, will be recessed. Hence, the space in each room will have 100 per cent usage. In addition to this feature, a general overall efficiency will be



The first floor will be devoted to administration and the practical arts.



The building is oriented with respect to the library, situated between conference rooms and study hall.

COUNCIL BLUFFS, IOWA

maintained by constructing the building around the large units of auditorium, gymnasium, swimming pool and library.

According to the design, the building is primarily oriented with respect to the library, the mezzanine of which will be centrally located on the third floor where it will provide unusual facilities for pupil use at a minimum of cost and sacrifice of academic space. Situated between conference rooms and study halls, the library will be readily accessible to all classrooms and will serve as a depository not only for books but also for reference materials, maps, globes, films and charts. Its location ensures freedom from distraction.

The first floor of the new school will be devoted to the practical arts, the plan providing for the interrelation of these departments and making possible the development of general reference rooms and an integration of function among shops, homemaking and fine arts departments.

School authorities recognize the necessity for scientific and vocational training of pupils for jobs in the metropolitan area of Council Bluffs and Omaha. They also recognize the fact that agriculture is the supporting

industry of the territory. The architect's plans have taken these needs into consideration. The placing of the agricultural shop between the machine and wood shops makes the last two available for special agricultural projects. The automobile and aviation shops, the drafting and print shops, together with the other shop areas, provide opportunities for vocational education on both the high school and junior college level. All shops will be able to receive supplies by means of overhead doors.

HOUSEHOLD, FINE ARTS ADJACENT

By locating the homemaking department adjacent to the fine arts and crafts departments a beautifully coordinated arrangement with the individual departments complementing each other is created. Since the homemaking department is also adjacent to the cafeteria, supplies are easily accessible to each and service for the faculty dining room is facilitated.

The location of the administrative offices on the first floor is a convenient arrangement for the public. A health area in connection with the administrative offices ensures effective supervision and administration of pupils' physical well-being.

The second floor will be devoted to commercial departments and science. Heretofore, the commercial departments have been overemphasized because it has been easy to place

graduates in offices. With the development of the vocational shops, however, less emphasis will be placed on this branch of study.

The development of the science departments accentuates the importance of scientific education. Physics, chemistry and biology laboratories will have eastern and southern exposures. Mathematics classrooms will be conveniently located to correlate with the science and commercial areas. Plans show the visual education room to be well placed at the corner of north-south and east-west corridors where it will be available for important audio-visual activities.

ONE FOYER SERVES LARGE AREAS

The functional aspects of the band room, little theater, choral and harmony rooms, each of which will be accessible to the stage of the auditorium, are the answer to a high school principal's dream of intercommunicating efficiency seldom realized by the typical H or U shaped building.

The grouping of the three major mass areas—gymnasium, auditorium, and swimming pool—around a common grand foyer will result in an overall efficiency in cubical content cost much more favorable than that provided by any other schematic design studied. The gymnasium will seat 3400, the auditorium, 1500. Record swimming matches can be held in the 25 meter pool.

The girls' and boys' gymnasiums are close to the athletic fields so that indoor and outdoor classes can be held as weather conditions permit.

The swimming pool, located as it is on the main axis of the building, can be used by both pupils and the public during the summer.

These building plans are results of the closest cooperation among, and combined judgments of, architect, teachers, administrators and lay groups. The building will be constructed on a 30 acre tract so that all pupils may participate in some form of physical activity in an area

controlled by the board of education. When constructed, the new school building will give the pupils of Council Bluffs one of the finest high school plants in the Midwest and make possible a program of education to meet personal and community needs adequately.

2

GREAT BEND, KAN.

INTEGRATION IS THE KEYNOTE HERE

E. R. SHELDON

Superintendent, Great Bend, Kan.

THE NEW HIGH SCHOOL BUILDING planned for Great Bend, Kan., is modern in design and adaptable to the use of either architectural concrete or brick and stone for the exterior. Reinforced concrete will be used for the framework and concrete for the floors.

The plans do not include a basement but there will be a 3 foot access space under all the floors except the playing floor of the gymnasium. This space will allow for piping under the first floor and will make plumbing easily accessible.

The building is divided into sections which are so arranged that any one section can be used when necessary without opening up the rest

of the building. This will facilitate lighting, heating and policing when only one part of the building is used.

The academic section will be two stories in height. It will contain, in addition to classrooms, the administrative offices of the school.

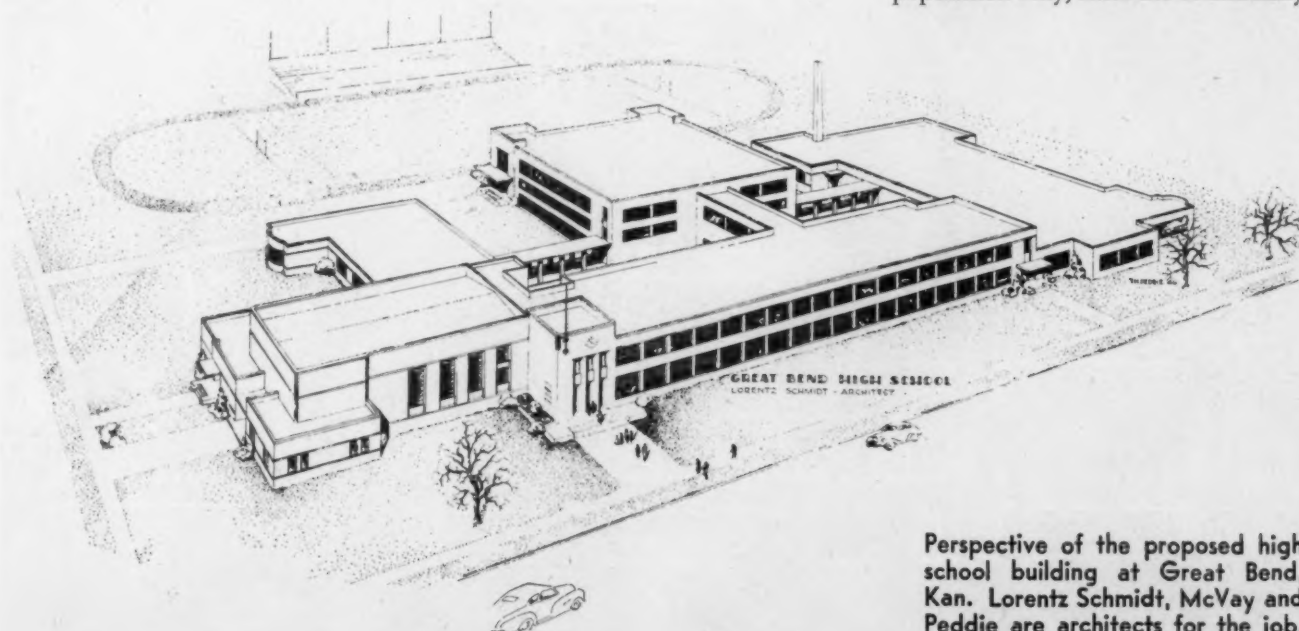
The industrial arts section will include space for instruction in vocational agriculture, much needed in this farming community. There are also rooms for metal work, wood work, electrical work, a motor and mechanics room, a painting department, drafting room and laundry. The last named will take care of the laundry from the home economics and the physical education departments and will offer pupils an op-

portunity for instruction in that vocation.

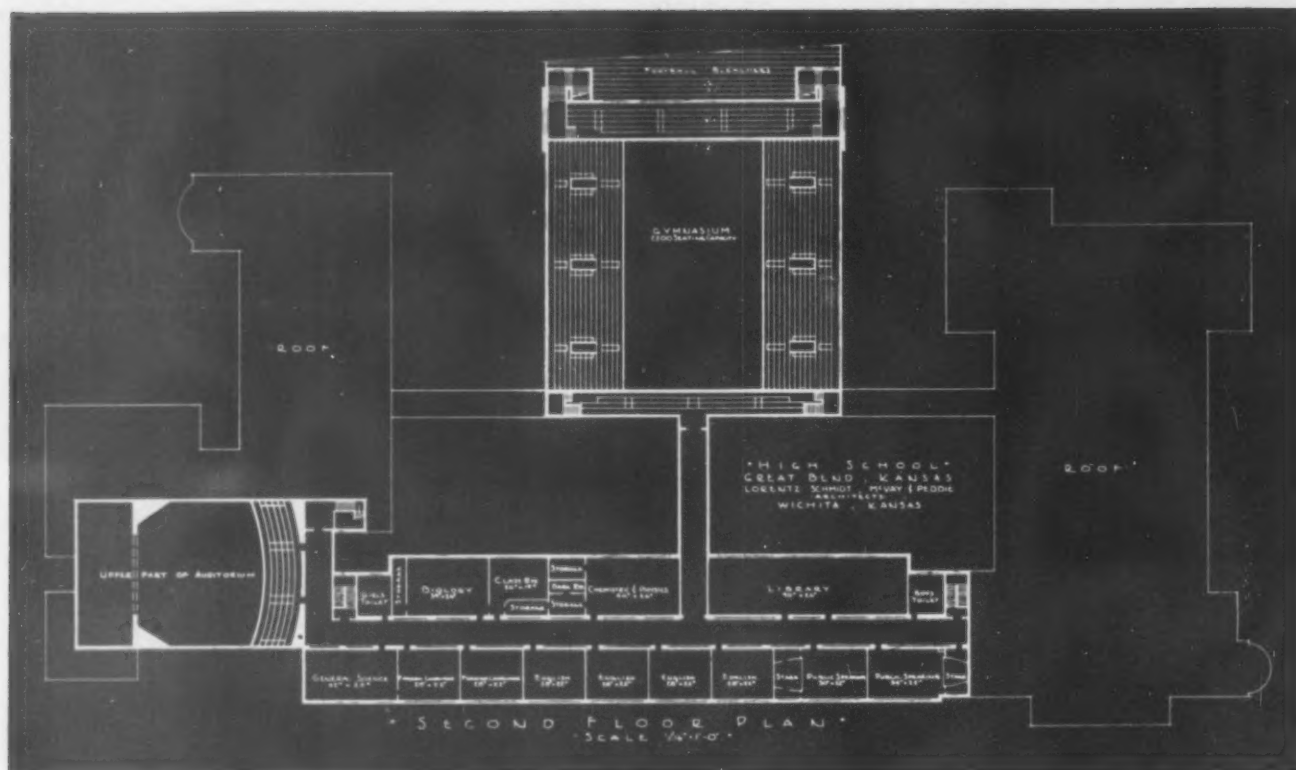
The home economics department will include a cafeteria large enough to accommodate all the pupils at lunch time. It can also be used for various high school functions at which food is served. The home-making department will have facilities for cooking and sewing, the cooking room being near enough to the athletic activities area to be used in connection with concessions for all sorts of games.

Since Great Bend is a music center, the school's plans include a music department to accommodate voice study, chorus work, band, orchestra.

The auditorium will be large enough to take care of the school population only, since the community



Perspective of the proposed high school building at Great Bend, Kan. Lorentz Schmidt, McVay and Peddie are architects for the job.



GREAT BEND, KAN.

has its own municipal auditorium for large civic functions. An athletic field plus the gymnasium will provide for both outdoor and indoor activities of physical education.

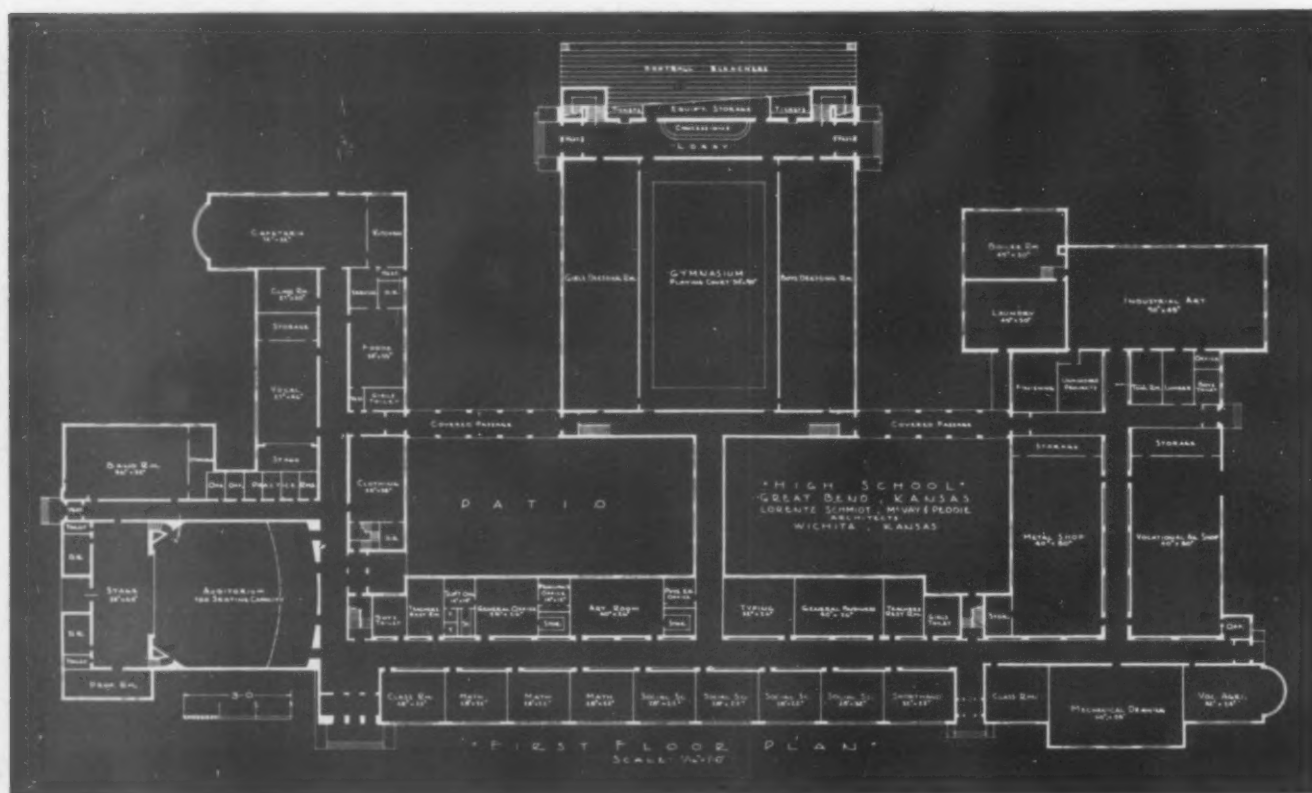
As for the construction materials, the roof will be covered with twenty

year bonded roofing. Glass blocks of a nonglare type will be used in the classroom windows, the lower portion of which will be of steel with ventilating sections. All exterior doors and frames will be of metal.

On the inside, corridors will have wainscots of glazed structural tile; this material will also be used in the toilet rooms and kitchens. Classroom

floors will be covered with asphalt tile and the ceilings of the corridors, classrooms and the auditorium and all other areas where noise reduction is desirable will be of acoustical plaster or tile.

Heating will be by means of unit ventilators plus radiators, warm forced air being used to heat the auditorium and gymnasium.



3

VOCATIONS SEPARATELY HOUSED

TUCSON, ARIZ.

PLACE & PLACE

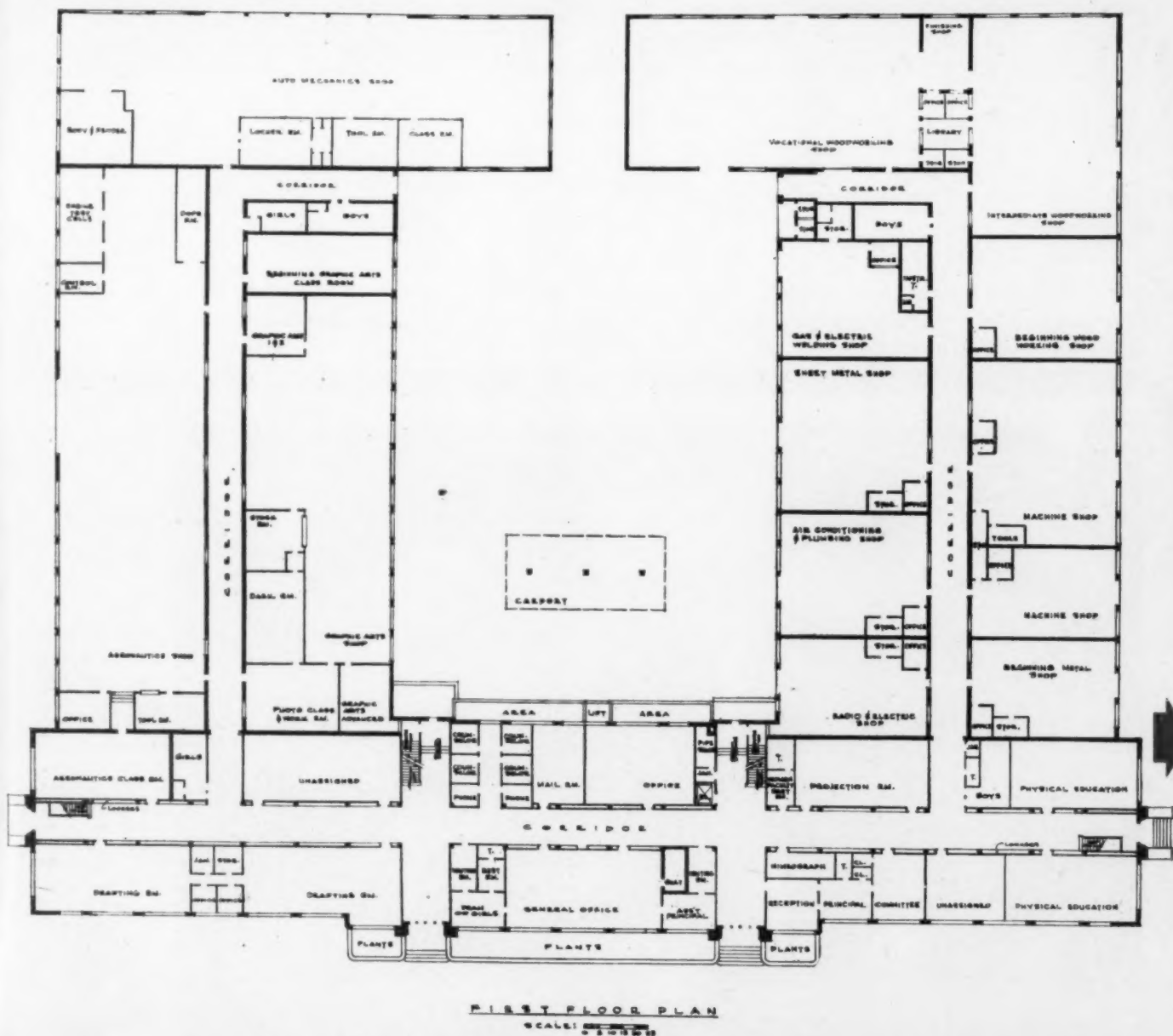
Architects, Tucson, Ariz.

PLANS ARE DRAWN FOR A NEW VOCATIONAL building for Tucson High School, Tucson, Ariz. The building, as shown in the perspective on page 33, is to have two sections, one of three stories, the other, one story. The latter will contain the shops, one wing to include shops for wood-working, gas and electric welding,

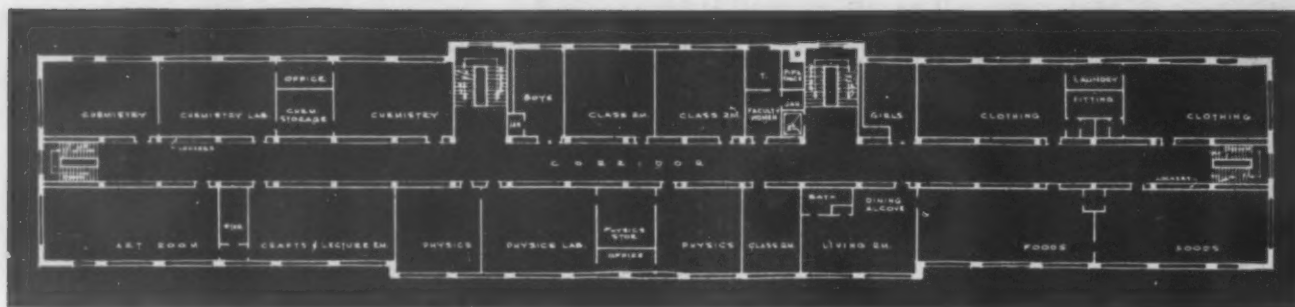
sheet metal work, air conditioning and plumbing, a machine shop and a radio and electric shop. The other wing of the one story section will contain shops for auto mechanics and aeronautics and a graphic arts department.

The first floor of the three story section will house the administrative

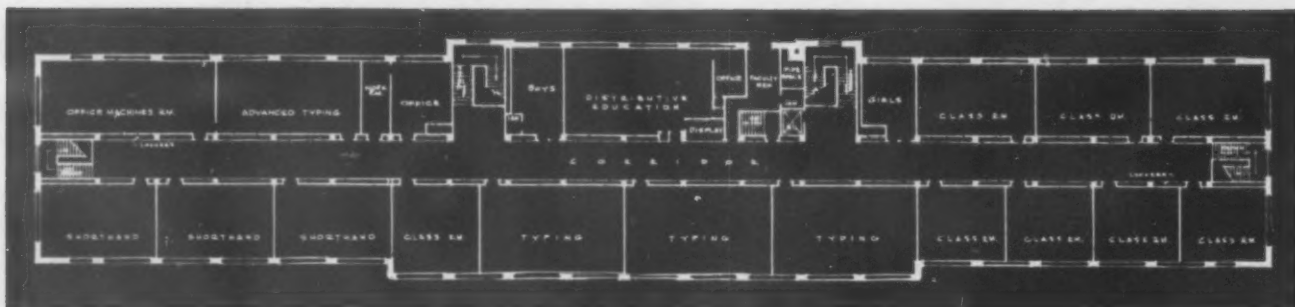
and counseling offices and will have a projection room, space for physical education, classrooms and drafting rooms. On the second floor are to be located the chemistry and physics departments with their classrooms and laboratories, a home-making department with sections for sewing, cooking and housekeeping, and an



First floor of the Vocational Building for the Senior High School at Tucson, Ariz.



Second and third floors of the Vocational Building for the Senior High School at Tucson, Ariz.



art room, while the third floor will contain classrooms, rooms for office machines work, typing and shorthand and distributive education.

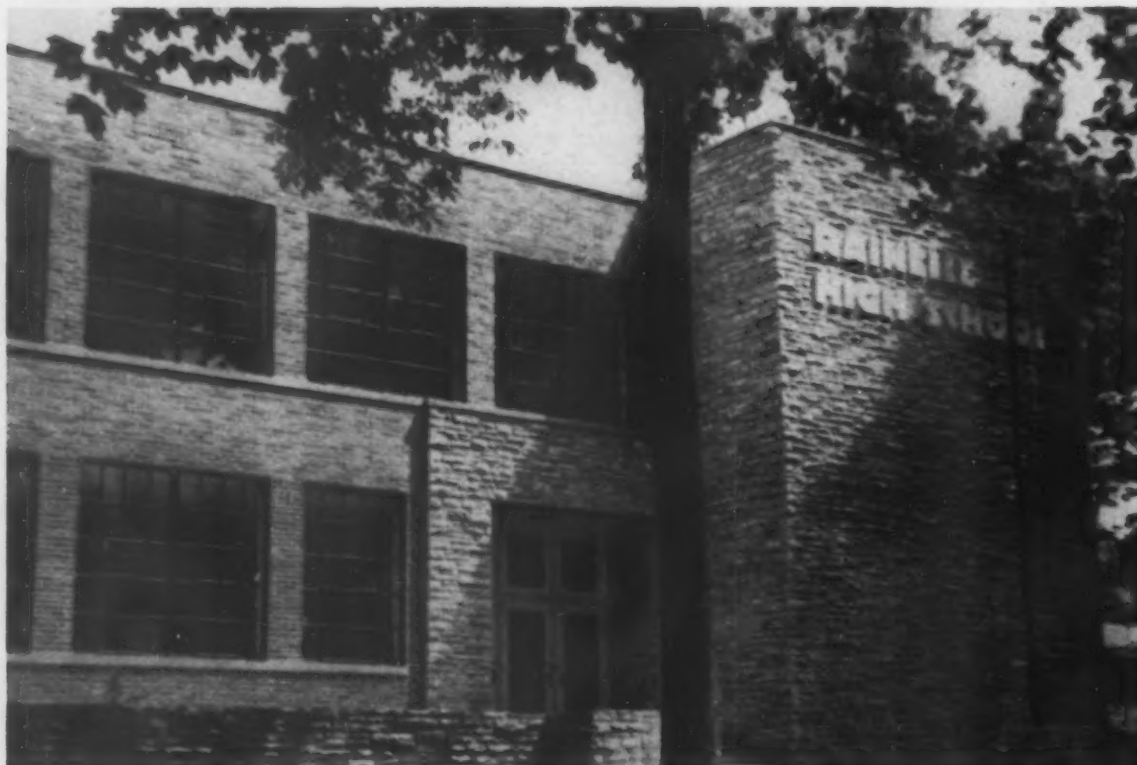
The exterior of the building will be of rough-faced pressed brick with precast granite trim. Footings and foundations will be of reinforced concrete, which material will also be used for the structural framework of the three story section. Interior parti-

tions in this section will be of steel studs, metal lath and plaster. The one story section will have steel roof trusses and interior partitions of painted brick.

Floors throughout the building, except for the shops, will be covered with marbleized battleship linoleum. All exterior openings will have aluminum sash and all of the shops have been provided with exterior en-

trances so that vehicles may deliver material direct to them. Toilet partitions and lockers are of steel.

The entire building will be air cooled by means of evaporative coolers and will be provided with a fire alarm system, telephone system and clock system. The basement storage space will be serviced by an elevator. The three story section will have a passenger elevator.



RAINELE
W. V. A.

4

4

UNIT BY UNIT

WALTER F. MARTENS

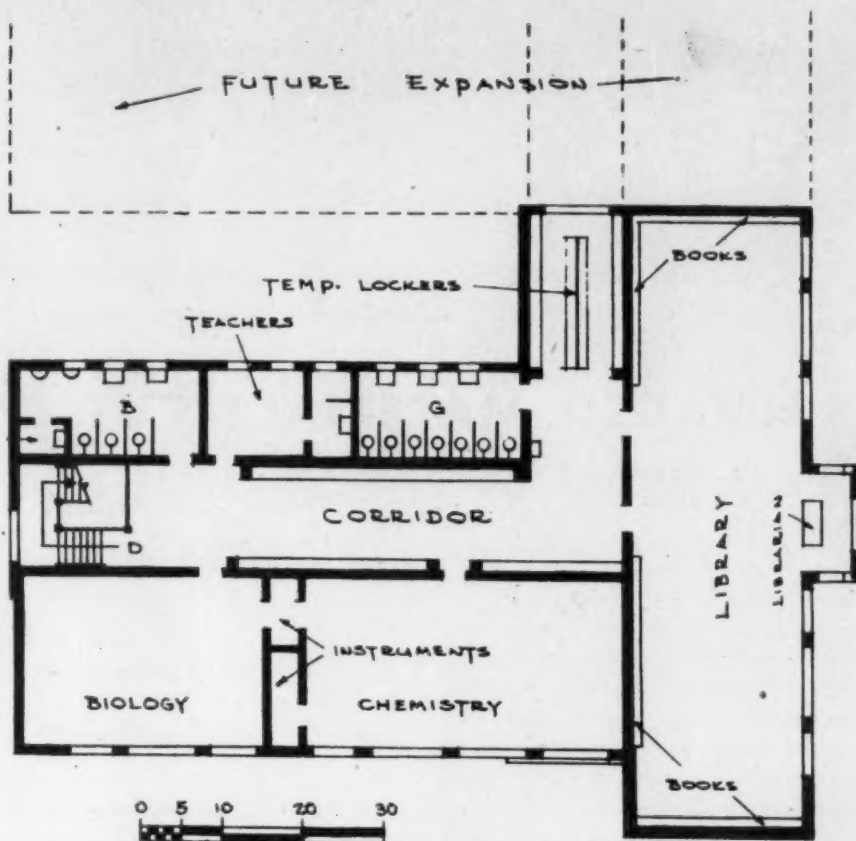
Architect, Charleston, W. Va.

RAINELLE, W. VA.

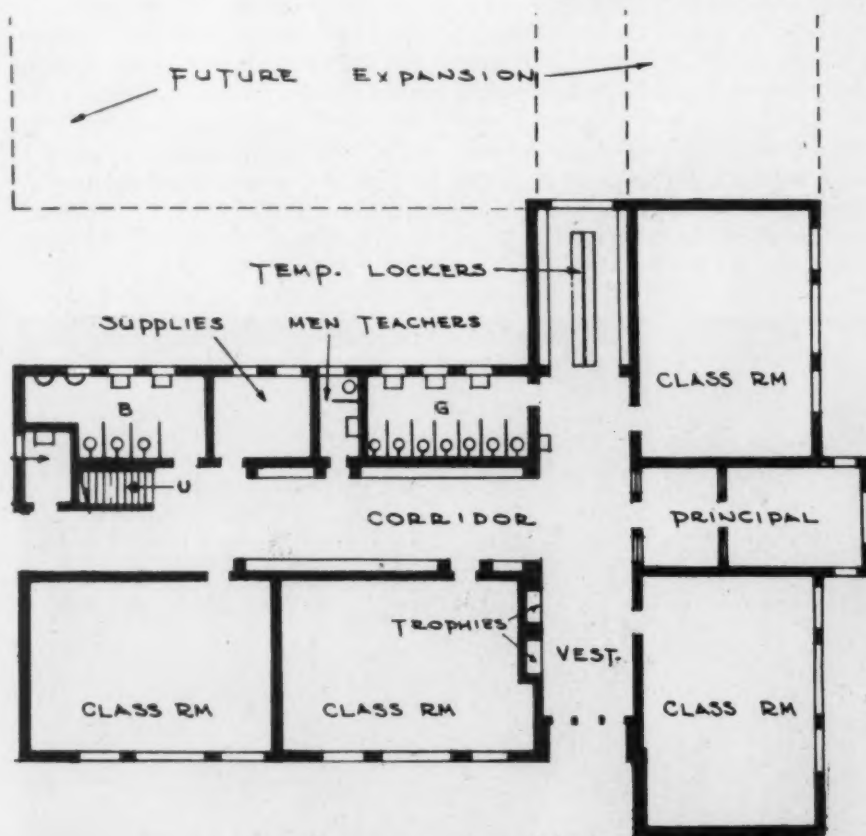
THE FIRST UNIT OF WHAT WILL ONE day be a senior and junior high school in the small manufacturing community of Rainelle, W. Va., has been completed. Meantime, school activities are carried on in part in two old frame buildings behind the completed unit and in an elementary building located on an adjoining site.

Constructed during the later war years, when W.P.B. prohibited the use of wood products almost entirely, this building is fire resistant, with only the doors and their frames and trim of wood.

Rainelle High School was erected in 1944-45 at a cost of \$58,000, not including equipment, except lockers, and not including the site, which had a unit cost of 35 cents a cubic



Second floor of the first unit of new junior-senior high school.



foot. Its exterior design is straightforward and honest with exterior walls of smooth textured face brick of fire-flash shade, backed up with cinder block. Sills, coping and inscriptions are of Indiana limestone while the entrance treatment is of native stone.

All interior walls are of cinder block. Floor slabs are of concrete on steel joists. Floors in the toilets are covered with quarry tile while all other flooring finish is of asphalt tile. The roof framing is of steel joists with gypsum deck and a twenty year bonded builtup roofing.

All ceilings are of plaster over metal lath, those of the second floor being suspended from the roof framing. The walls in the corridors, vestibule, stairs and toilets are faced with smooth structural tile; other walls are plastered. Windows, stairs, closet stalls and lockers are of steel. Electric wiring is in conduits. Heating is by means of low pressure steam supplied from a nearby lumber plant. Blackboards are of slate. Interior window stools are of poured concrete.

Opposite Page: Exterior of Rainelle High School. Above: First floor plan.



Vocational building for Nicholas High School, Summersville.

5

SUMMERSVILLE, W. VA.

SALVAGED MATERIALS CUT COST

New vocational building relieves the pressure on overcrowded high school

THE VOCATIONAL BUILDING FOR Nicholas High School at Summersville, W. Va., was erected in 1944-45 as an additional unit to an overcrowded high school building located on an adjacent site. Salvaged wood roof trusses and steel windows from an abandoned pulp mill were used in the new structure, dictating thereby the size of building, slope of roof and spacing of structural piers and windows.

Aside from the roof framing, all structural members are of fire resistant construction. Floor joists are of steel overlaid with concrete slab; partition walls, except in the model home unit, are of hollow tile. The

exterior of the building is faced with brick in combination with some native stone and Indiana limestone trim. The roof is covered with asphalt shingles. The interior wall facing of the model home unit is of random plank wallboard but elsewhere throughout the building walls are faced from floor to ceiling with smooth structural clay tile. All ceilings are of 12 by 12 foot plain tile board over furring strips. Flooring in the shops is of wood block; in

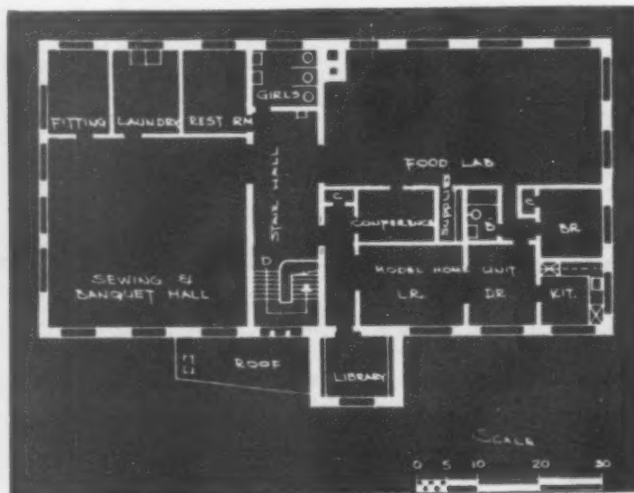
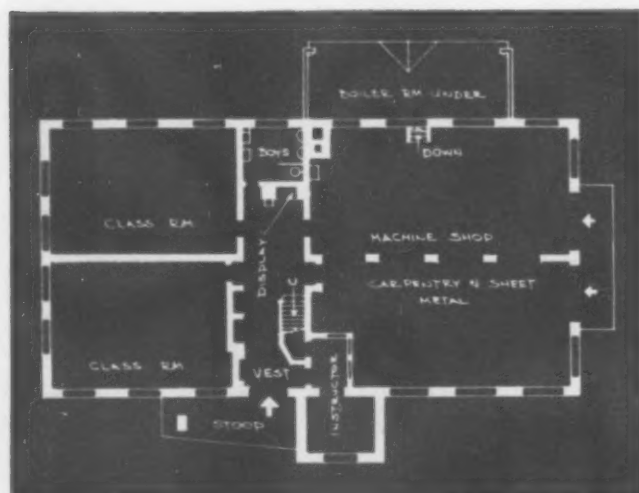
toilets, of quarry tile; elsewhere, asphalt tile. Blackboards are genuine slate.

Interior window stools are of tile. Interior doors are of the solid core flush type covered with birch veneer. The building has its own heating plant located in the rear under the first floor level, supplying low pressure steam from a coal-fired furnace.

The cost of the building, not including salvaged materials or the site, was \$62,000, or 42 cents a cubic foot.

WALTER F. MARTENS

Architect, Charleston, W. Va.



First floor (left) and second floor (right) of the vocational building of Nicholas High School at Summersville, W. Va.

6

RENO, NEV.



PLANNED FOR A 16 HOUR DAY

Civic projects as well as secondary and adult education will bring into constant use 85 per cent of the facilities of this proposed building

L. A. FERRIS

Architect, Reno, Nev.

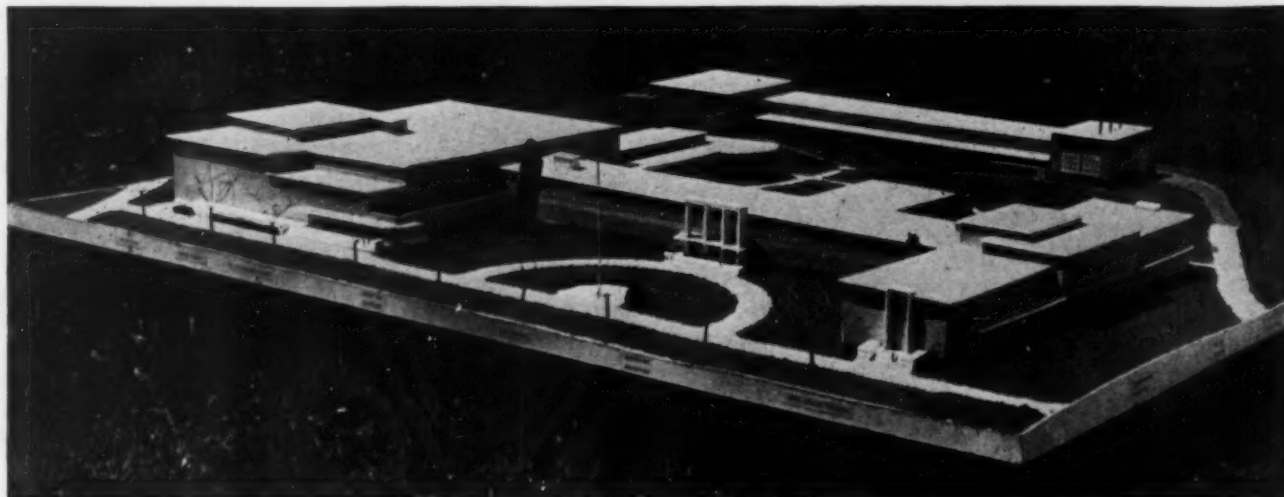
WHEN POPULATION STUDIES AT RENO, Nev., showed that the enrollment in the local high school would rise from more than 800 in 1947 to 2000 within ten years, it was decided that plans should be made for a new building

that would meet the needs of the future as well as of the present.

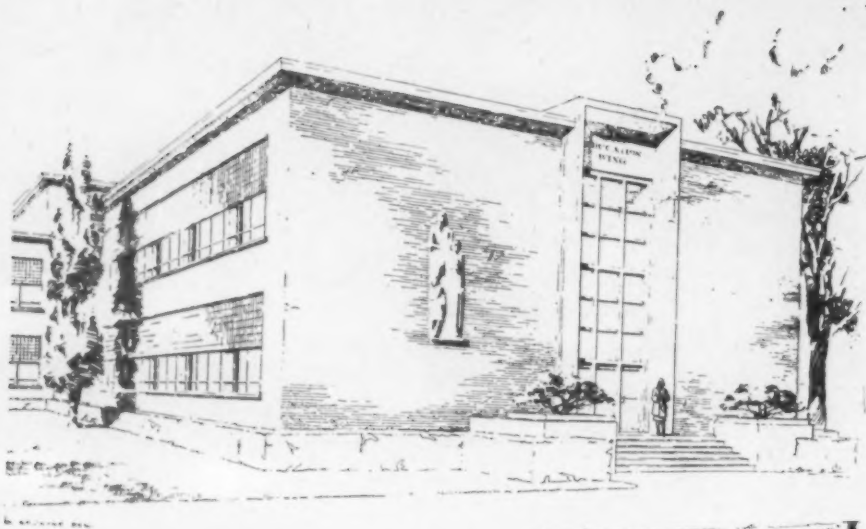
Preliminary studies were, therefore, authorized by the school board on which plans could be based for a modern high school building for

1500 pupils that could be expanded to accommodate the expected 2000 who would be enrolled within ten years. It is proposed to move the ninth grade pupils from the junior high school to the new building. This group plus the pupils presently enrolled and the expected increase in enrollment will bring the student body to 1500 by 1949, which is the earliest date at which the new school could be ready for use.

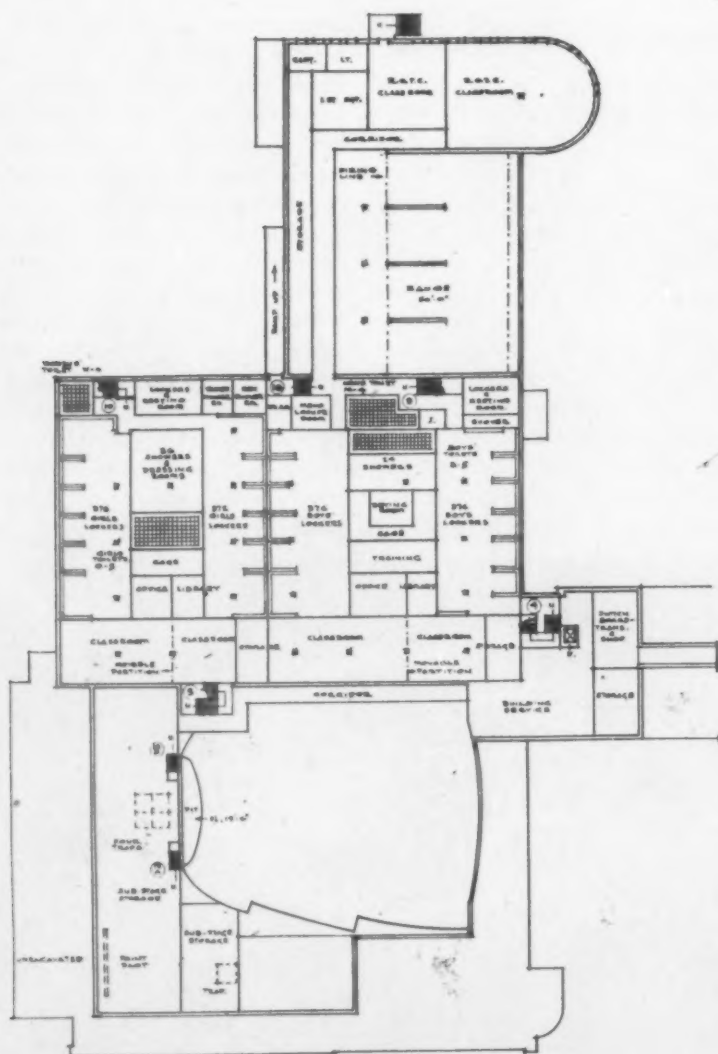
The objects of the preliminary studies were to provide facilities which would meet the minimum requirements of education at the high school level, would permit the maximum use of the building for civic purposes and would answer the



Architect's model of Reno's new high school plant, not yet constructed.



Sketch of the adult education wing. A major part of Reno's forward school planning is the provision for adult training. In fact, adult education elements take up fully two thirds of the classroom, laboratory and shop space.



R.O.T.C. quarters are located in the basement.

community demands for vocational and adult education. Although the cost of the new plant and the method of construction were to be left for future consideration, the building will probably have a brick exterior and plaster and tile interior.

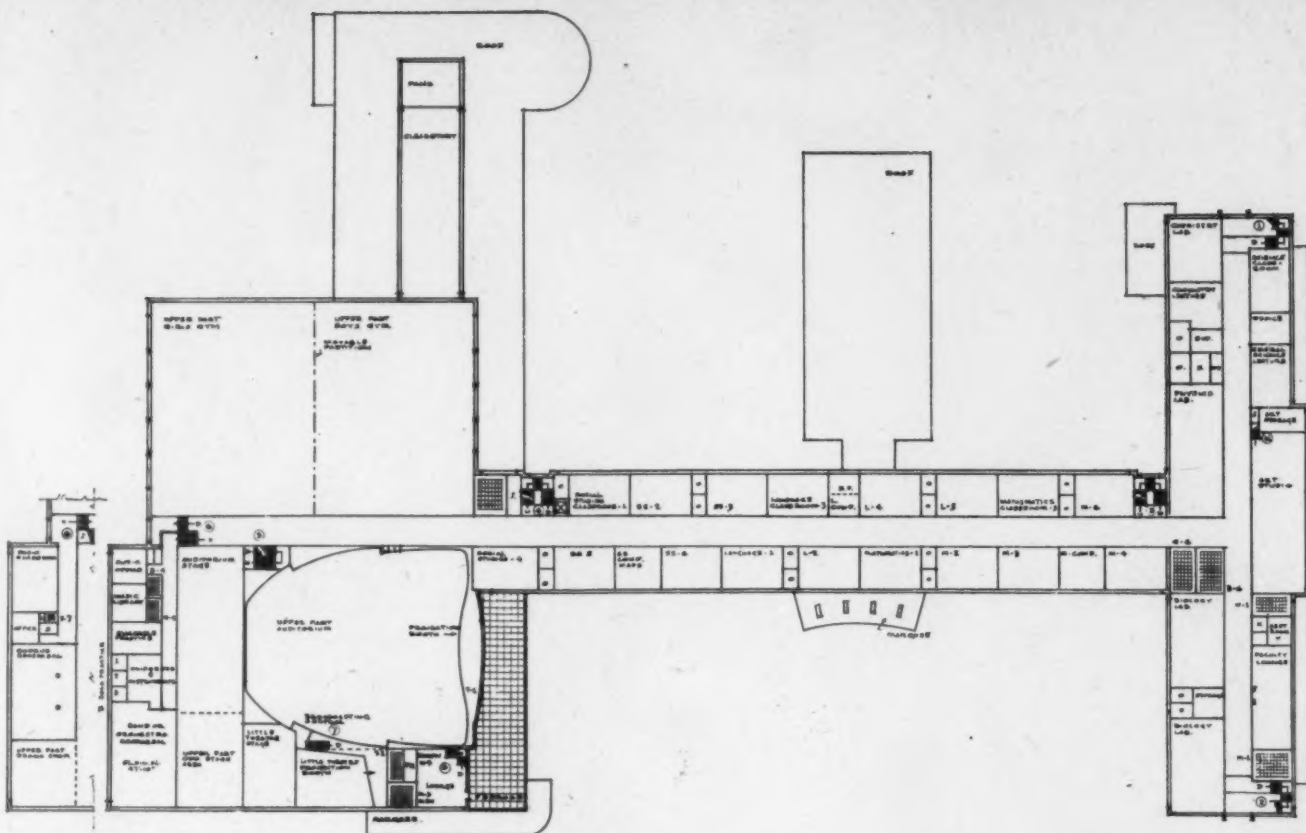
A site of 45 acres was selected which will be close to the future center of population of the city and which, with the development of proposed streets and highways, will be accessible from all parts of the school district.

The location of the building on the site was dictated by several factors. It is necessary that the building be close to the city sewer so that sanitary facilities for the shower and locker rooms under the gymnasium can be provided. Available records indicate that flood waters of the Truckee River have never reached any portion of the site selected. Since the building is to stand at the high point of the site and the ground is largely gravel, rock and sand, water and drainage problems can be completely cared for.

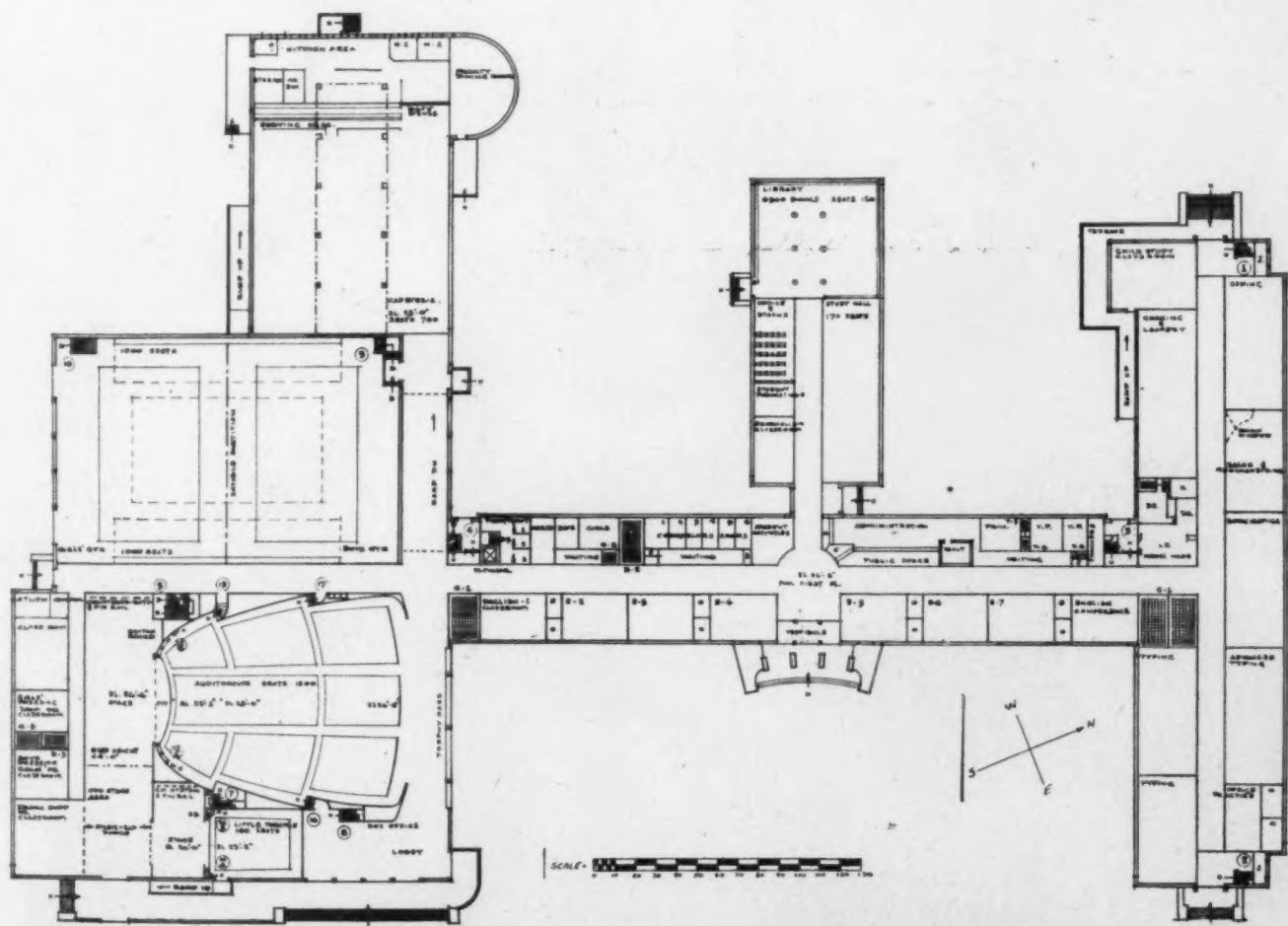
The second problem in the location of the building involved orientation for maximum daylight. In orienting a T-shaped classroom, it is advisable to place the building so that maximum use can be made of light coming from a point at right angles to the axis of each room. Since the plan calls for classrooms on either side of the corridors and unilateral lighting, use must also be made of reflected light. By placing the central element of the school on a southwest-northeast axis, the classrooms in this section will receive 90 degree direct or reflected light during the morning hours. By the time the sun has shifted to the southwest after lunch, the direct and reflected light will be at right angles to the northwest-southeast axis of the science and arts wing so that laboratory periods and late afternoon studies in this wing can be carried on without artificial light.

The first step in planning the building was to set up a typical schedule of classes and determine the number and character of rooms required and the amount of their usage. These rooms were then grouped in departments so that all personnel, equipment and supplies required for each would be accessible to all.

In setting up the requirements for the departments, the departmental



Band and music rooms are at one end of the second floor; art studio and science laboratories, at the other.

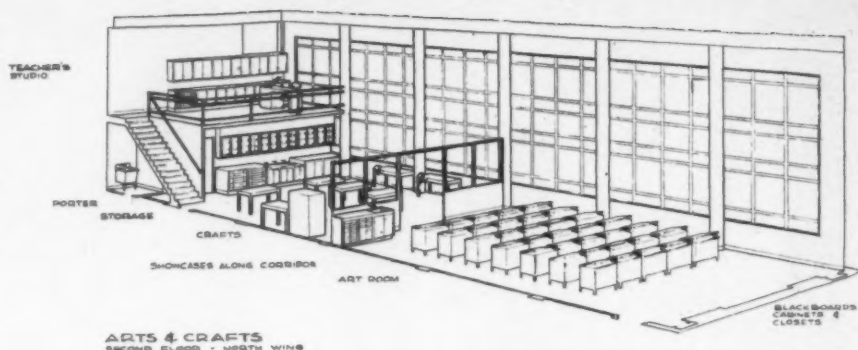


Cafeteria, auditorium, administrative offices and homemaking department are on the first floor.

head was first consulted and then his requests were referred to the superintendent and to the principal for their additions or corrections. After a preliminary sketch had been made showing the layout for all the furniture in each room, the departmental heads again gave their criticism and the sketches were also shown to authorities outside of the school to obtain their advice. In this manner, the exact location, size and design of all equipment were determined *before* the rooms were designed and the furniture layouts had the full approval of all departmental heads.

A two story building of fire-resistant construction was decided upon as being most advantageous. Since Reno is in a high intensity earthquake region, where serious shakes may occur at any time, a type of construction that will be earthquake resistant was also desired. This type of construction presents a complicated design problem but it is not a particularly expensive matter to incorporate quake resisting features in the framework of a Type I structure such as is proposed for this school.

In view of rapidly changing standards in educational methods and curriculums, the building has been designed so as to be completely flexible with respect to changes in plan, either during the construction stage or in the future. The strip windows will permit of new partitions on 4

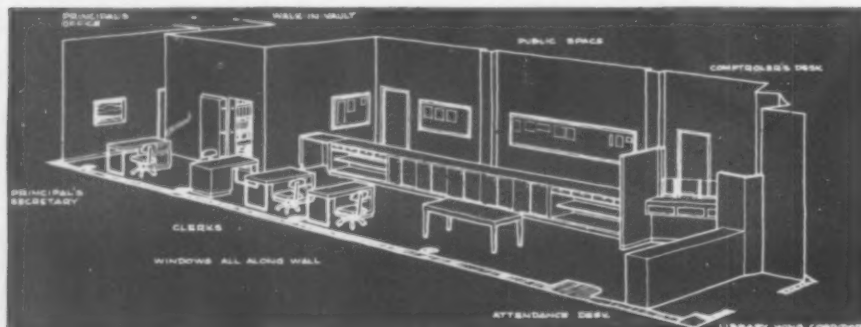


ARTS AND CRAFTS DEPARTMENT

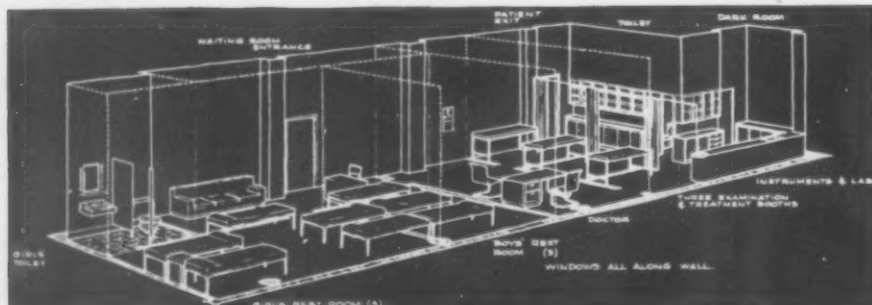


VIEW OF LIBRARY

foot modules throughout the building without necessitating changes in structure or fenestration and, similarly, old partitions may be removed.



Administration office



Medical section

In line with this concept of flexibility, the heating and ventilating have been combined so as to eliminate radiators along the walls and to permit of changing registers as required. Radiant heat panels will furnish about 80 per cent of the heat under control of an outside thermostat, while coils in the fan system will provide either heating or cooling to maintain constant temperature, controlled by inside thermostats. The ventilating ducts will be, in effect, long plenums to which supply and return registers may be connected without change in main duct sizes.

Artificial lighting will be strip lighting so that sections may be added or removed to accommodate any change in plan.

In order to separate divergent activities in the new Reno school, the plan has been laid out in three zones, and a fourth zone for shops and boiler has been created outside the main building.

All units of the assembly type in the plan have been placed in a southern zone where their noise can be isolated and where they can be shut

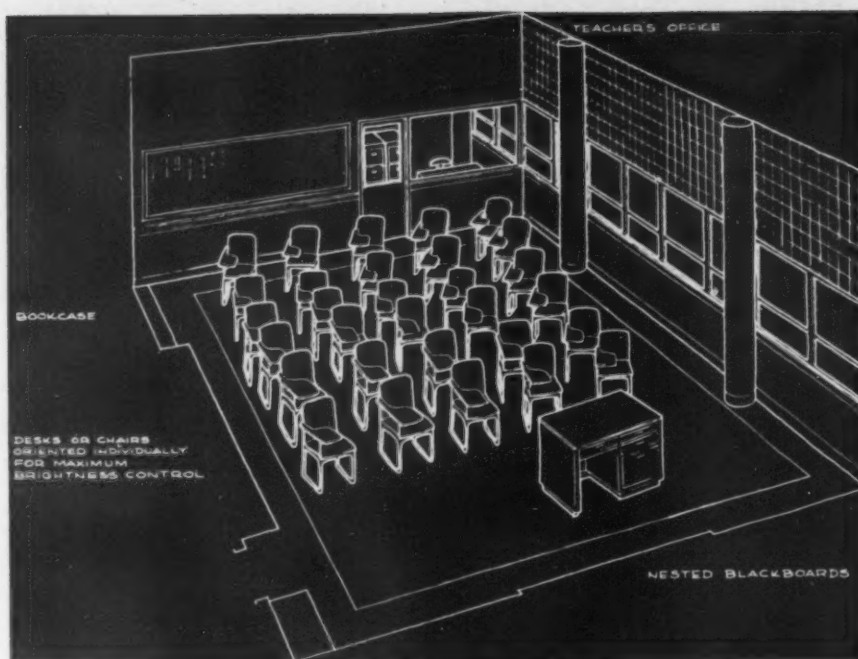
off from the rest of the school for use by the community after school hours or during the summer. In this zone the auditorium, the little theater, the music and drama departments, the gymnasium and lockers, the R.O.T.C. space and the cafeteria have been placed.

Administrative units, general classrooms and a one story library wing have been located in the central zone. Any future growth of the school can be taken care of by building a second story above the library, which will provide eight additional classrooms.

All science, arts and crafts, home economics and commercial classes have been located in the north zone. These are laboratory type of subjects which require special rooms, equipment and building utilities. Furthermore, they are the subjects that will form the backbone of the adult education program, along with the shop courses. Their location in this zone will obviate the necessity for night students having to pass through the administrative and general classroom area; besides, they are as far as possible from any evening functions that may be going on in the assembly zone.

The shops and boiler house were combined in one separate building so as to remove their noise and dirt from the academic area, to permit the design of a flexible shops section with plenty of light on all sides and to provide convenient access for the service of heavy equipment and delivery of bulk supplies.

Progressive modern planning conceives of a high school as a building to be used both day and night. Therefore, the grouping of the



Typical classroom unit

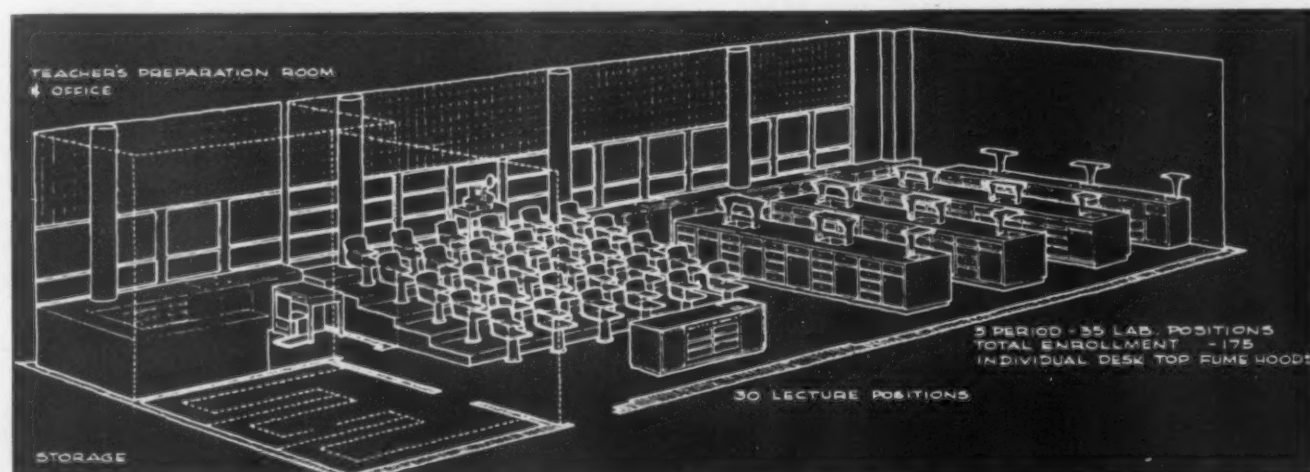
theater, the gymnasium, the locker rooms, the R.O.T.C. area and the cafeteria in one wing which can be locked off from the rest of the building provides a complete community center for adult and student use in the evening. The theater would be ideal for professional road shows which seldom come to Reno because of lack of accommodations.

The gymnasium and locker rooms provide ample facilities for public athletic programs during both winter and summer months. The cafeteria will serve for banquets and dances. The R.O.T.C. rifle range will provide sport and training facilities for reserve units in the city. Finally, during the summer this combination of an assembly hall holding 1500 and a gymnasium having a maximum

seating capacity of 4000, conference rooms and cafeteria lends itself well to the uses of conventions.

The adult education elements in the plan for this new school take up fully two thirds of the classroom, laboratory and shop space in the school.

Whether the building functions as a high school or a community center or a place for adult education, the plan as drawn anticipates a constant use of 85 per cent of the school's facilities from 8 a.m. until midnight, six days a week. It is the aim of the plan to provide facilities for a complete basic education together with facilities for vocational training, physical education, adult education and service to the community in all its civic projects.



The chemistry department consists of teachers' preparation room, 30 lecture positions and 35 laboratory positions.

WASHINGTON ENCOURAGES MASTER PLANNING

PEARL WANAMAKER

State Superintendent of Public Instruction, Washington

TO SCRAMBLE PHRASES FROM A popular song and a nursery rhyme, America's little red schoolhouse is tumbling down and all the king's horses and all the king's men are being hard pressed in their efforts to either hold it up or put it back together again.

Educators and laymen alike have experienced a sober realization that unless we can put it back together again—and soon—the future of democratic education is threatened.

A state assistance program for school building was presented to the 30th regular session of the Washington state legislature in January 1947. The program, worked out carefully and conscientiously by leading educators, representatives from the Washington Congress of Parents and Teachers, members of the Washington State School Directors' Association and the county superintendents, took into consideration all the factors which have placed school building in its present critical position and includes plans for a long range program that will ensure adequate school plant facilities for an increasing school population.

HAD FOUR MAJOR OBJECTIVES

Washington's birth rate has increased more than 100 per cent since 1935. Wartime industrial centers and shifts of population were responsible for this increase and for the subsequent rise in school population but it is expected that the future development of Washington's industries and resources will stabilize the school population at a materially higher level than ever before. This comes at a time when 12 per cent of the school population of the state is housed in rooms other than regularly planned classrooms.

Such general problems as the high cost of construction and the inadequacy of available materials are the obstacles that confront school people in every state in the Union.

The plan presented to the 1947 legislature embraced four major objectives. The first was the necessity for stimulating long range or master planning for the school facilities of the future. The second was the need for encouraging local and state cooperation in the master plan. A fair method of equalizing available funds among the school districts was a third necessity, and last was the need for having the state law recognize the possibility of federal grants for school construction.

HOW LAW MEETS NEEDS

The law as enacted by the legislature attains these objectives in the following manner.

Local districts are assured maximum freedom of initiative in planning extensions or replacements in their school plant facilities. The law specifically states that the district board of directors shall determine the cost of the proposed project, subject only to review and approval by the state superintendent. Districts are encouraged to engage in planning for the years ahead rather than for just the year immediately ahead. To utilize fully the building funds which are now available and those which are to become available, not only are long range programs economically sound, they are imperative.

It is also imperative that complete cooperation exist between state and local agencies. This could be best achieved by placing the responsibility for the administration of the law squarely upon the established educational heads. In Washington, the

state board of education and the state superintendent are responsible for the administration of the law.

An equalized matching formula is set up within the law. This is arrived at by using an equalized assessment value for each school district as determined by the state tax commission and determining the number of classroom units needed by the school district. The amount of the state grant is in accordance with a mathematical equalization formula which is included in the law. Under this formula, the amount of state aid varies from 25 per cent in the ratio of \$120,000 assessed valuation to the number of educational units to 75 per cent, if this ratio is \$28,570 or less.

POLICY ON FEDERAL GRANTS

The law provides in connection with the fourth major factor:

"Insofar as is permissible under acts of Congress, funds made available by the federal government for the purpose of assisting school districts in providing school plant facilities shall be made available to such districts in conformity with rules and regulations which the state board of education shall establish."

Only the most urgently needed school plant facilities can be constructed during the 1947-49 biennium with the \$20,000,000 appropriation as it would have required \$30,000,000 to match all funds raised by local school districts in accordance with the statutory percentage table.

Since the law contemplates that the state superintendent will report before the regular sessions of the legislature the school housing needs of the state and the consequent need for state aid, the necessity for long range planning is evident. School districts which take into consideration the requisites of the immediate future only will inevitably find themselves handicapped in the years to come. For that reason the law encourages and the administration of the law is planned further to encourage a program of school building that will not be confined to temporary shelters or skimpy replacement of condemned buildings.

Available funds during the current biennium may limit the program to urgently needed construction but the framework of the law is such that an economically sound and expanding program is a logical projection.

WHAT LEGISLATURES HAVE DONE FOR SCHOOLS IN 1947

Maryland

1. On and after July 1, 1951, the number of elementary schools for which an additional teacher shall be appointed will be reduced from those having 35 in average daily attendance to those having 30 in average number belonging.

2. Teachers' salaries were increased as follows: Teachers without degrees holding regular certificates shall receive minimum salaries of from \$2000 to \$3600, with \$100 increments. Teachers with degrees shall receive salaries of from \$2200 to \$3800, with \$100 increments. Teachers who have had twelve or fewer years of experience and whose certificates are rated first class shall be placed on the schedule when their experience justifies. They shall receive one increment of \$100 each year thereafter until they reach the maximum.

Counties may pay salaries in excess of those provided in the state minimum salary schedule.

3. State aid for textbooks and materials was repealed.

4. High school supervision was provided and supervisors' salaries were increased.

5. Attendance service provides for the appointment of a supervisor of pupil personnel I or supervisor of pupil personnel II in each county, and in the larger counties a visiting teacher for each 5000 pupils or fraction thereof above an initial 5000 pupils.

6. New services and funds not now included in the law have been provided, such as basic aid per pupil, public libraries, adult education, junior colleges and the incentive fund for buildings. Funds for books and materials of instruction and high school aid have been eliminated. This bill provides also for including in the cost of the minimum program in calculating the equalization fund 100 per cent of the cost of transporting children to high schools.

7. Basic aid per classroom unit has been increased from \$150 to \$400, this aid to be made available for each

classroom unit in which a full time teacher is employed.

8. Every school or educational institution that charges tuition or fees for attendance, except those operated by church organizations, must obtain a certificate of approval issued by the state superintendent of schools.

9. A state debt of \$11,695,000 is authorized, including \$293,000 for the state teachers' colleges.

10. Compulsory school attendance will be required of children between the ages of 7 and 16.

11. The state department of education will defray the expense, other than tuition, not to exceed \$500 a year, of partially or totally deaf or blind pupils who are regularly enrolled in any approved university, college, conservatory of music, professional or vocational school and who have been bona fide residents of Maryland for at least one year prior to the time of receiving such money.

Michigan

1. Every child will be required to attend school until he reaches 16, regardless of the fact that the school district in which he lives does not operate grades beyond the eighth. The act further requires the school board of non-high school districts to provide transportation for resident high school pupils without limitation as to grade or age. In short, beginning next fall, primary school boards and graded boards not operating high schools will be required to transport, at district expense, all resident pupils attending high schools in other districts regardless of grade or age. It also follows that high school attendance of pupils up to the age of 16 residing in a non-high school district will be enforced.

2. State aid reimbursement for high school transportation will be provided in primary and graded school districts even though such districts are operating grades through the eighth.

3. A new state aid bill has been enacted to replace the former state

aid act. The total appropriation for schools is \$51,705,633.05 for the school year beginning July 1, 1947. Of this amount, \$9,194,000 is appropriated for certain special educational purposes, among which are: teacher and nonteaching employees' retirement fund, salaries of county superintendents, rural agricultural school districts, county normal schools, junior colleges, veterans' education, vocational education, schools for the deaf and blind, special education of handicapped children and the visiting teacher program. High school tuition will be paid for nonresident high school pupils up to \$155 instead of \$113.50 as was the case this year.

4. By the action of the legislature all the counties with the exception of 29 smaller ones now have county superintendents of schools instead of county commissioners. This in no way affects the actual organization of the school districts in the county. The school district still has its own board of education with practically the same powers as it formerly had. It does provide, however, that representatives from each school district within the county elect a county board of education which, in turn, appoints a county superintendent.

5. Persons driving a school bus for transporting pupils to and from school must be 21 years of age.

6. Townships will pay junior colleges tuition for students residing within the township in amounts not exceeding \$100 each. The junior college need not be located within the township.

7. Material changes in the election procedures for issuing school bonds include, among others, that the electors vote only on the amount of money to be borrowed. Other matters, such as the maximum rate of interest, the maturity date and annual installments of the bonds, are to be determined by the school board.

8. In general, the Hittle Juvenile Employment Act gives legal authority for present practices and policies

relating to the employment of minors from 14 to 18 years. No child under 14 may be legally employed. All children between the ages of 14 and 18 must have work permits to be legally employed.

9. A graded board of education will be required to hold one regular board meeting each month. No notice of such meeting is necessary if the hour, date and place are fixed by a board resolution.

Minnesota

1. For the year ending 1948 the sum of \$32,000,000 was appropriated as state aid and \$34,000,000 for 1949.

2. A state advisory commission on school reorganization was established; school district reorganization procedures were provided; a school survey committee was authorized to be created in each county.

3. A state commission for the study of higher education was established.

4. School boards in common school districts were authorized to determine the length of the school term.

5. School districts may receive bequests, donations or gifts for any purpose.

6. The state teachers college board was empowered to provide in-service pupil from the district.

Missouri

1. Teaching of American history will be required in all public and private schools beginning not later than the seventh grade and continuing into institutions of advanced learning to the extent determined by the state commissioner of education. Each pupil will be required to pass one satisfactory examination in this subject before graduation.

2. The receiving high school, when transporting nonresident high school pupils, may collect transportation costs in excess of \$3 a month per pupil from the district of the pupil's residence.

3. A teacher quota of \$100 for each teacher whose salary is \$1000 or more is provided when a district has an average daily attendance of 15.

4. Upon the approval of the state board of education, a consolidated or enlarged district may, pending the construction of a permanent building, dispose of school buildings to be abandoned, without disqualifying the district from receiving abandonment aid from the state.

5. A common school district or city, town or consolidated school district may be annexed to a city, town, consolidated or village school district, including cities of from 75,000 to 500,000 population.

6. Duties for county superintendents of counties of the second class include the preparation of school district budgets of estimated receipts, disbursements and tax levies.

7. The state board of education is charged with the acceptance of the national school program and with the responsibility for administration of the act, beginning July 1, 1948.

Montana

1. A state narcotics education commission was established to promote instruction from elementary schools through universities regarding the intemperate use of liquor and other narcotics.

2. The state board of health was authorized to inspect school buildings for safety and sanitation and to review all building plans for public and private schools.

3. The common school levy was raised from 6 to 8 mills to a maximum of 8 to 10 mills on the taxable value of the county.

4. The sum of \$1,500,000 was appropriated as state aid for 1947-48 and \$1,500,000 for 1948-49.

Nebraska

1. The free high school tuition rate was raised from \$4.50 to \$6 a week. The ceiling on the mill levy limit for general school purposes was removed.

2. A proposed redistricting bill, copied after the plan used in the state of Washington, failed to pass.

North Dakota

1. Continuing contracts for teachers were authorized.

2. A minimum salary schedule was provided, authorizing \$900 for one year of college training, \$1080 for two years of college training and \$1350 for a degree. The former law provided for a minimum of \$525, regardless of qualifications.

3. The minimum school term was raised from seven to eight months.

4. Teacher certification is now required for district participation in the state equalization fund.

5. Procedures to bring about the reorganization of school districts were established.

6. A new school building code was established.

Texas

1. State per capita apportionment has been increased to \$55 and a minimum of \$2000 per year salary schedule has been set, which will apply to all except about 75 school districts in the state.

2. An \$18,000,000 a year equalization fund is provided; this can be participated in by school districts that have less than 1500 scholastics and can show a budgetary need.

3. The salary schedule for a teacher with a bachelor's degree and no experience is \$2007, with increments of \$72 a year for experience and with a top salary for teachers with a bachelor's degree of \$2655. A teacher with a master's degree will make \$225 more a year than a teacher with a bachelor's degree; a teacher with a doctor's degree will get an increase above the bachelor's degree of \$675 a year.

4. The method of annexing and grouping school districts for rural high school purposes is liberalized, so that it allows 10 districts to be grouped by annexation when formerly the number was limited to seven districts.

Virginia

1. The Virginia advisory legislative council was authorized to study the problem of subsidizing the training of public school teachers, to survey state teachers' colleges, to re-examine the retirement act and to consider the problem of minimum salaries for teachers.

2. The intent of the general assembly was expressed as being that married persons be permitted employment as teachers on equal grounds with unmarried persons.

3. A sum of \$18,000,000 was appropriated for state aid in 1947-48.

4. Salaries of teachers were increased by \$2,280,000 for 1946-47 and \$4,850,000 for 1947-48 of which \$1,000,000 is a conditional appropriation.

Washington

1. A teachers' retirement program was provided which establishes a pension of \$100 a month after thirty years of service and 60 years of age.

2. A state aid fund was established for school building construction, \$20,000,000 being appropriated for it.

3. The state board of education was reorganized to provide for 12 lay members elected from six congressional districts by delegate members of the local school boards.

4. County school support was increased from 5.2 to 7 cents per day's attendance.

5. Additional school support of \$250 was provided per teacher, for which \$7,000,000 was appropriated.

6. First class school districts were required to call for bids on any purchase amounting to \$1000 or more.

7. The sum of \$100,000 was appropriated to carry on special education programs for physically handicapped children.

West Virginia

1. The state board of education was reorganized to consist of nine members appointed by the governor; at least one member must be a Negro.

2. The basic minimum monthly salary for teachers was increased. Teachers with lower grade certificates were granted a \$30 increase; teachers with a bachelor's degree, from \$150 to \$200; teachers with a master's degree, from \$165 to \$225.

3. All regular nonteaching employees of county boards, the state board of education and the retirement board were allowed the same retirement privileges as teachers.

4. A new state aid formula was established.

Wisconsin

1. A tax limitation was established on equalized valuation. It is at present on local assessed valuation.

2. High school tuition was raised to \$5 a week, minus state aids per week. At present, it is \$4 minus aids.

Wyoming

1. A sum of \$2,000,000 was appropriated for aid to public schools for 1947-49.

2. A 3 mill increase was provided in special district levy for elementary schools.

3. A 2 mill increase was provided in special district levy for high schools.

4. Referendum was permitted for a general state tax for public schools.

5. Machinery and funds were provided for a study of an adequate tax structure for schools, redistricting and reorganization.

YOUNG WORKERS OF RUSSIA GO TO SCHOOL

ALEXEI ORLOV

Head of Moscow City Department of Public Education

SOVIET YOUTHS' DESIRE TO STUDY, TO acquire a general education, did not slacken even in the grim years of war. The soviet public education authorities established in 1942 a special continuation school where youths employed in industry and agriculture as well as young war veterans could complete their secondary education without giving up their jobs.

All these teen-agers formerly went to school full time but as soon as war broke out many of them set aside their books to obtain employment in industry and agriculture, while others joined the army. Their contact with school was disrupted in one way or another.

Testifying to the success of this new type of school are the following figures: In 1942 there were 24 schools for young workers in Moscow, with 3000 pupils in attendance. Today the numbers have increased to 131 schools and 30,000 pupils in attendance. This year 12,000 pupils from more than 1500 schools for young workers in the Russian Federation alone received the diploma covering a ten year secondary education, while 45,000 completed the seven year school.

The five year plan for the rehabilitation and development of the national economy provides for the further extension of the network of schools for young workers employed in industry and agriculture.

According to a decree of the Council of Ministers of the U.S.S.R., pupils in schools for young workers receive extra food rations. They are freed from all kinds of overtime work and are provided with special rooms for study in factory and plant dormitories. Instruction is free and pupils are provided with textbooks and other school supplies at the expense of the state. During the examination session young workers receive a twenty day leave with pay.

Combining work and study is no easy job. It requires great will power, perseverance and energy to attend classes for from four to five hours after an eight hour working day. But the young generation of the Soviet Union is prepared to work tirelessly to obtain an education and the response of the government to these legitimate demands of working youths has been prompt.

With hours for classes limited, methods of teaching have to be efficient. A standardized test system was introduced. Individual and group consultations were organized. The results of the first postwar school year show what remarkable progress the teaching force of schools for young workers has made.

Despite wide diversity in the degree of preparation among young workers when they began to study, the continuation school has been able to give them a sound and thorough education. Of 1972 pupils in schools for young workers in Moscow who took examinations for the certificate of matriculation, 1069 received excellent and good marks in literature. Their compositions showed that they had a thorough command of the literary language.

Oral examinations in literature showed that the general cultural level of the young workers had risen considerably. Graduates also demonstrated their ability in mathematics. Of 1972 youths who took the examinations in algebra, 1312 received a rating of excellent or good. Results in physics, chemistry and geography examinations were also gratifying. Of 1909 boys and girls who completed their secondary education and received the certificate of matriculation, 144 were awarded gold and silver medals for high scholarship.

Expenditures on the maintenance of schools for young workers of Moscow in 1945-46 totaled 17,000,000 rubles.

Chalk Dust

TAMP, Brother, TAMP



THE NEWSPAPER CARRIES AN unusual and exciting story that Horace Fiddlebum is retiring after thirty years as superintendent of the Sugartown schools. Though the item appears under the obituary column in small type, it is

major news. Thirty years in one school job, my gosh!

For many years we have often wondered how any superintendent of schools held a job longer than two years. We have pondered it occasionally with poorly suppressed glee when our colleague in the next district, he who used to proselyte our nonresident pupils, got the ax. More often we have pondered it with personal pain because of the precarious state of our own professional future at the moment.

So, in behalf of all school superintendents everywhere, we wrote to Horace, asking him his secret of job longevity. Horace has got around to replying.

"My success," writes he, "is due to three things, to wit: my low and sluggish blood pressure, my elephantine hide and the fact that I am a confirmed pipe-tamper. The last is the most important?"

"As is the case with all school superintendents," continues Horace, "there are numberless times that I have to meet with peeved parents, sour school boards, disgusted delegations and militant mammas.

"Words often fly. Charges are charged. Anger generates.

"Do I get mad? No, for I am a pipe-tamper. I take my old pipe and slowly fill it (one minute pause); I tamp (two minutes); I light (one minute). The tamped pipe refuses to draw. I empty the tamping (one minute); I retamp (one minute); I light the pipe, take a deep pull and the darned thing goes out. I begin to tamp all over again.

"I have discovered," concludes Horace on a cheery note, "that the time thus gained in tamping not only has aroused the interest and sympathy of the audience but has given me valuable time to collect my thoughts and vocabulary. What is more important, I discover that very probably the arguments and bickerings are not aimed at me as an individual but are caused by the desire of the populace for better education for their children and their city. On this point we are all agreed and, there really being nothing to argue about, the meeting is adjourned and I go back to my office to have me a smoke."

Congratulations, Horace Fiddlebum! You have learned the great secret of school superintendology which is not to consider yourself the storm center if the cyclone is concerned with bigger and better objectives.

« »

COLLEGE YELL

THE COLLEGE ENTRANCE boards today are looking wan and pale; ten thousand applications spew forth from every mail; from Maine to California credentials pour like

rain, and scores of would-be freshmen descend from every train. The progeny of rich and poor, of great or humble birth, migrate like rushing lemmings from the far ends of the earth. And college prexies swell with pride amidst the fearful din, proclaiming oratorically, "At last the tide is in!"

"I want my son in college and you'd better not say no.

Your entrance tests are phony for they rate him far too low.

His uncle went to Vassar and I know a Politician And if you don't accept my son there'll be an Inquisition."

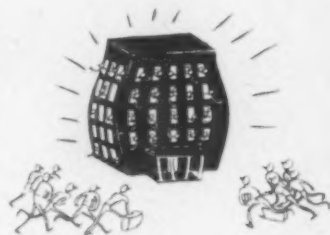
The ancient dormitories groan aloud with pain and woe as their long protesting gussets buckle with the overflow. The campuses of yesterday have lost their velvet green for the tramp of twenty thousand feet has dusted off the sheen; the erstwhile quiet classrooms are filled with hob-and-nob and e'en the mortgaged stadiums can scarce contain the mob. The tight lipped, sour faced registrars bend an indifferent ear to gold-filled applications they'd have jumped at yesteryear.

The high school principals are sad and sit with beaded brow

As parents storm the office demanding, "Action now!

Where, sir, the vaunted influence of which you used to crow?

I want my son in college and you'd better not say no!"



Frederick J. M. [Signature]



DO TEACHERS HAVE CIVIL RIGHTS?

HARRY N. ROSENFELD

Assistant to the Federal Security
Administrator

A NOVEL QUESTION OF LAW AND FACT under the federal Civil Rights Act was presented to the federal circuit court of appeals in New York, appeal from which goes only to the United States Supreme Court.¹

A probationary teacher was dismissed on the charge that she absented herself from school for a month to serve on a federal court jury. After seven years of unsuccessfully pressing her suit before administrative and judicial authorities, she finally won a ruling which entitles her to a trial to determine whether she had been dismissed in violation of a privilege guaranteed to her by the federal Civil Rights Act.

STILL ON PROBATIONARY STATUS

The plaintiff teacher had served two years of her three year period of probation as a home economics teacher in New York City high schools. After complaint lodged against her by the principal, she had a hearing before the board of superintendents which recommended that the board of education dismiss her. She appealed to the state commissioner of education who affirmed the dismissal on the ground that "she had not secured permanent tenure. Having been duly dismissed by the board of education during her probationary period, such dismissal is not subject to review." She then appealed to the state courts which also affirmed the dismissal. The state court ruled as follows:

"The board of education . . . had an absolute right to discontinue the services of petitioner as a teacher without any hearing. . . . A teacher having been dismissed by a board

of education during a probationary period has no right to review such dismissal. . . . She was subject to discharge at any time during such probationary period with or without any reason."

SUED IN FEDERAL COURT

She then sued her principal in the federal district court which also ruled against her, and only on appeal to the circuit court of appeals did she win.

Under the federal Civil Rights Act, 8 U.S.C. 43, "Every person, who under color of any statute, ordinance, regulation, custom or visage of any state . . . subjects any citizen . . . to the deprivation of any rights, privileges or immunities secured by the Constitution and laws, shall be liable to the party injured in an action at law. . . ."

Was the teacher deprived of a "privilege" under the law? Yes, said the court: "By that word we understand a freedom to assert a legal right or a legal power: in this case, the power to take part in the administration of justice. . . . We do not see how it can be questioned that to prevent a person, who wishes to do so, to serve on a federal jury, is to deny an interest which the statute means to protect. . . . The inevitable implication [of a recent Supreme Court decision is that] those aggrieved by prospective prosecution for the exercise of their constitutional privileges . . . [may jump] to their defense, if an attempt should be made to punish them."

However, what of the rulings of the commissioner of education and the state supreme court that "since under the New York education law the plaintiff was only a 'probationary

teacher,' her superiors were free to discharge her for any reason or no reason"? Does it follow "that, if they discharge her because she had served upon a federal jury, the discharge was lawful, regardless of the Civil Rights Act"?

To this the federal circuit court answered, in effect, "No." Said the court:

"We do not mean to suggest that a teacher may absent herself from her work indefinitely and serve on a jury without regard to her duty: *i.e.* that she may choose her own time or stay away as long as she pleases. Certainly there are 'reasonable limits' to the exercise of her privilege; but the question whether she kept within such limits we cannot decide now. . . ."

MATTER MUST GO TO TRIAL

Consequently, the matter must go to trial. Even though her discharge was not a breach of contract, the principal's recommendation for dismissal may be a cause for damages merely by having induced the board of education to terminate an expectancy of continued employment.

The case has special significance in many respects but especially because it is an affirmation that teachers, even as others, have legally sustainable civil rights. Despite the authority of a school board under state law to dismiss a probationary teacher without cause, a federal court will protect such teacher against the infringement of civil rights guaranteed not only by the federal Constitution but also by federal statutes. One no longer loses his rights under federal law as an American citizen merely by becoming a teacher. Apparently, a teacher still has some civil rights.

¹ *Bomar v. Keyes*, Circuit Court of Appeals, 2d, May 16, 1947.

WHICH, LANGUAGE OR JARGON?

ACCORDING TO WEBSTER, LANGUAGE IS a means of expressing ideas; jargon is defined as "confused, unintelligible language."

Many of our educational periodicals consistently print delightful prose, concise, clear, simple. The editors, staff writers and contributors alike are masters of English whose language would be acceptable to the learned and great in any profession and understandable to cultured persons in any walk of life.

However, there are many other educational publications whose editors are not at all critical of their contributors' methods of expressing ideas. The language looks like English and is the English of many professional educators, but the words do not always mean what Webster says they should mean.

The syntax is labored and is even tortured into a complexity which the writers evidently mistake for learning. The vocabulary and style have apparently been deliberately chosen just because they are unusual, as if the words and constructions of everyday speaking were not good enough for the writer's thoughts.

TECHNICAL LANGUAGE NOT NEEDED

Education, as theory, is not complicated and it would seem that in purely educational discussions there is no need for a technical language. When such new language seems necessary, it is likely that the writer either does not clearly know what he is trying to say or does not know well enough the language he is trying to use.

In this case it would be wiser, perhaps, from the reader's point of view, for him not to trust to his own inventiveness; he might better use the simple, straightforward language in which he speaks when talking to his next door neighbor. Readers who are interested in what education has to offer are presumably intelligent people but unless the leaders in education can think straight and talk intelligently, education must suffer.

MYRTLE MANN GILLETT

Bryn Mawr, Pa.

Is it too much to ask that what is printed be intelligible without requiring translation from educationist argot into English? Cannot editors demand that the meanings attached to words be those of the accepted literary standard? Would it be too difficult to persuade writers to avoid circumlocutions when ordinary sentences are adequate? Why not the exactness of simplicity, instead of the complicated expressions which confuse the meaning and bewilder, rather than enlighten, the reader?

Today, educationists no longer have opinions or views about a matter; they must have a philosophy, no less, even if it be merely a matter of manners or of supplies for the classroom. Any fad, any thoughtless impression, any idle momentary judgment is a philosophy, just as, a few years ago, it was a reaction.

The educationist is not satisfied that ideas or opinions or practices may be frequent, he calls them dominant, even though few people really know about them. He is not interested in doing his duty, he must discharge it; his field of activity or interests must lie in areas; he cannot carry out a plan but must implement it. His tasks must be called challenging, never interesting or worthwhile. He never takes part in any activity, he participates; he no longer aims to educate children, he would raise the cultural level of the group.

INDIRECTIONS USED

He never emphasizes a point, the point is stressed or emphasis is placed on a point. He never directs his attention, his attention is directed. Not wise officers but cognizant officers; never understanding friends, only insightful ones! Something applies as strongly to something else, never as much. Discussions are impressive enough to eventuate in invitations but never lead to invitations.

Educationists never find solutions to problems, they determine them. They read increasingly to secure a broader understanding of the issues involved, never do they read to understand a problem. People have the power of intellectual apprehension (sic), never the ability to understand. Educationists urge teachers to try to develop in children a high level of competence in interpretation of what is read, not just help, children understand what they read. They stimulate children, never encourage them; they promote their personal development instead of helping them grow up.

Abstract nouns are made concrete; not only technics but understandings turn up and the wag would ask, "Are these pedal extremities?" Then which and that, and that and who used interchangeably.

EUPHEMISMS COMMON

Distortions lead to euphemisms that camouflage real conditions: Pushing children along from grade to grade whether or not they have learned is continuous progress; teamwork is doing what the "boss" says, never everyone doing his part; co-operation means subservience or subordination of the teacher to the executive. Some zealous extremists place the emphasis on children, not on the subject matter, because prevalent methods haven't had results. Does that mean that the teachers teach the children nothing?

We have "uncovered" classes in magnificent schools; the roofs are intact, only the teachers—or mother hens—are missing and there are no substitute teachers. What next?

These are only samples. Any school "pep talk," some of our big city committee reports, almost any local teachers' periodical will add many more examples of distorted language to this list. The language is not English; it is professional and literary jargon.

Editors, why don't you all set us a good example?

Names IN THE NEWS

SUPERINTENDENTS

Mark C. Shinnerer, deputy superintendent of schools in Cleveland, has been appointed superintendent at an annual salary of \$12,500. **Charles H. Lake**, retiring superintendent, will continue as special consultant to the board of education at an annual salary of \$10,000 until his seventieth birthday Jan. 2, 1949.



Mark C. Shinnerer

Herbert C. Clish, superintendent of schools at New Rochelle, N. Y., has been made superintendent in San Francisco.

Harold J. Williams, for seven years superintendent at Fort Dodge, Iowa, has gone to Davenport, Iowa, as school head. **C. T. Feelhaver**, senior high school principal in Fort Dodge, will succeed to Mr. Williams' post.

Alton Scott, district superintendent and principal of Orange Union High School, Santa Ana, Calif., has resigned and is being succeeded by **Harold Kibby**, vice principal.

Forrest G. Averill, who has been superintendent at East Grand Rapids, Mich., for several years, has accepted a position as assistant superintendent of schools at Lansing, Mich. Mr. Averill will succeed **Edmund H. Thorne** who has assumed the superintendency at West Hartford, Conn.

George M. Elmendorf, superintendent at Plattsburg, N. Y., since 1920, will retire next January 31. Mr. Elmendorf also serves as principal of the Plattsburg High School.

Jerry J. Vineyard, superintendent at Nevada, Mo., has accepted a similar position at Arkansas City, Kan. **C. H. Jones**, principal of the Nevada High School, succeeds him as superintendent.

Harold D. Matt, superintendent at Fayette, Iowa, has been made superintendent at La Porte City, Iowa. **Keith W. Van Horn**, principal at Fayette, has been advanced to the superintendency.

Fred L. Witter, superintendent of schools at Burlington, Wis., for thirty-five years, retired July 1. His title hereafter will be superintendent emeritus. **Edward C. Austin** is succeeding him.

H. Claude Hardy, superintendent of schools at White Plains, N. Y., is retiring as of September 1 to become executive secretary of the Save the Children Foundation, an organization devoted to aiding underprivileged children of the war-torn countries as well as of the United States. Its offices are at 1 Madison Ave., New York 10, N. Y. **Frank H. Nye**, high school principal at White Plains, is succeeding him as superintendent.

Douglas Groff Cole, director of Brookside School of Montclair, N. J., has resigned effective September 1, to assume the headmastership of Stevens Hoboken Academy, Hoboken, N. J. Stevens will start its 88th year this fall.

Dr. Roosevelt Basler, chief of instructional problems, U. S. Office of Education, has been named superintendent at Millburn-Short Hills, N. J. Until a year ago, Dr. Basler was superintendent of Joliet Township High School and Junior College, Joliet, Ill.

J. Harold Conner is succeeding **Fredrick Brunswick** as superintendent of schools at Wildwood, N. J. Mr. Conner was former principal of the high school at Millville, N. J.

IN THE COLLEGES



W. C. Reavis

main on the campus, however, to continue his research work.

Dr. Thomas Brown Rudd, acting president of Hamilton College for several years, has been made president, succeeding **Dr. David Worcester** who resigned because of illness.

PRIVATE SCHOOLS

The Rev. **Seymour St. John**, son of the Rev. Dr. George C. St. John, headmaster of Choate School, Wallingford, Conn., since 1908, has been elected to succeed his father who retired in June. The younger Mr. St. John, released from

active duty in the naval reserve as a lieutenant commander in 1946, is a nephew of **Pres. Charles Seymour** of Yale University. He had formerly served as assistant headmaster at Choate and was graduated from the Episcopal Theological Seminary at Alexandria, Va., in 1946.

Tillson D. Thomas, high school principal at Mexico, Me., has been elected principal of Foxcroft Academy, Dover-Foxcroft, Me.

PRINCIPALS

Cloyd Darl Long, former principal of the high school at Hastings-on-Hudson, N. Y., and recently with the U. S. Department of Labor in Washington, D. C., will be the new principal at White Plains, N. Y., succeeding **Frank H. Nye**.

Mrs. Mary M. Tate, principal of the Lake City Grade School, a unit of the Clover Park school system at Tacoma, Wash., for twenty-five years, has retired. She was recently the guest of honor at a community-wide celebration sponsored by the Lake City parent-teacher association.

Roy J. Bell, principal of Parkland Junior High School at Louisville, Ky., has retired, having reached the age of 70. He will be succeeded by **Charles Hargan**, principal of Veterans High School in that city.

George B. Redfern, former assistant principal of Wilmington High School, Wilmington, Ohio, and more recently head of the education department and dean of men at Wilmington College, has been made principal of the high school, succeeding **L. L. Hurley** who has resigned.

Roland L. Parks, junior high principal at Ashland, Ore., has been elected principal of Ashland Senior High School. **Joseph Fader**, head of Washington School, will succeed him and **Chester C. Squire** has been elected principal of Washington. **Clifford Williams** is the new principal of the Lincoln School, following **Edith Bork** who has been made director of in-service teacher training at Southern Oregon College.

Clifford M. Lovell, Syracuse, N. Y., has resigned as principal of Bellevue Heights School to become principal of Prescott School.

(Continued on Page 80)

Audio-Visual AIDS

THIS VISUAL EDUCATION CENTER SERVES THE WHOLE COMMUNITY

LESLIE E. FRY

Director, Division of Visual Education, Cleveland Board of Education

THE TREMENDOUS INTEREST IN THE use of all types of audio-visual material in school systems throughout the country is in a large measure the result of experience gained through the war training program. It was found, for example, that the use of visual aids greatly facilitated the training program, both by reducing the time required for training and by accelerating the learning process.

The Division of Visual Education of the Cleveland school system has been organized since 1909. Its greatest growth occurred after it moved into its present quarters in 1945. It has the advantage of being located in the cultural center of Greater Cleveland, where the gardens, lakes, museums, universities and churches of this industrial area are found. It occupies about 30,000 square feet of what was formerly a teacher training center called the School of Education and is easily reached by streetcar, bus and automobile.

Interest in the use of all types of visual material is evidenced by the continued requests for information which come to the division from every point of the globe. The inquirers want to know principally: (1) how to organize a visual communications center, (2) how to administer its services and (3) how to finance it. Another question could be added, namely, "What type of services should be included?"

It would take a book to answer any one of these questions and do it justice. To get a general overall view of the work of the Division of Visual Education let us glance briefly at its various services.

The division services 153 schools in Cleveland. It circulates every type of visual material and projection

equipment. These may be sound and silent films, glass slides, mounted pictures and photographs, exhibits in plywood cases, film strips, specimens, models and charts.

All materials are organized, serviced and coordinated with courses of study for children from kindergarten through high school. The division works with teachers, principals and supervisors in organizing various visual aids that will enrich the work of the classroom.

THE PLANT

The physical plant includes a receiving and shipping room; a general office; a catalog production and assembly room; an equipment exhibit display room; a screening studio; a small conference room; two administrative offices; an art craft room for every type of art work, such as retouching, making titles and signs, air brush work, photo spotting, making handmade slides, mounting photos, preparing exhibits, and a workshop which includes all types of small machines. The machines are used for making and repairing special devices, preparing exhibits and constructing models and dioramas.

A print shop is equipped for the making of cells and overlay titles for film strips and motion pictures. A photo laboratory and workroom provide facilities for photo slide making and exploration and have adequate shelf space for exhibit and slide storage.

A large, well ventilated room houses the equipment repair shop. Across the hall is located a film inspection and conditioning room with an adjoining fireproof film vault.

On the second floor is a large lecture room which is used for in-service teacher training and univer-

sity courses in visual education and close by is a copy room for all types of enlarging and photo reduction. An auditorium seating 450 is available for demonstrations, lectures, conferences and screenings.

VISUAL EDUCATION CLINIC

An in-service training program is provided in the form of a workshop. Though the Division of Visual Education is organized to service only the Cleveland public school system, we do operate a workshop center two nights a week from 6:30 to 9:30 p.m. where our facilities are made available to citizens of Greater Cleveland. Representatives from all walks of life, including religious, educational, municipal, industrial, recreational, health and museum groups, avail themselves of this opportunity. Enrollment is wholly voluntary and no college credit is granted in this program.

IN-SERVICE TRAINING

Instruction in the organization, application and utilization of visual aids is given through Western Reserve University. These classes meet at the Division of Visual Education headquarters where all of our facilities are available. Courses in motion picture technics are included.

MISCELLANEOUS SERVICES

Other services rendered by the division are as follows.

Printing and distribution of catalogs to schools.

Previewing and assistance in the selection of all types of visual material.

Deliveries to each school once a week.

Preparation of exhibits and displays for conference meetings.



Photographic laboratory technician at work.



Repairing plywood exhibit cases and models.



Making up a daily order for materials.



A view of the center's film vault.



Teachers plan handmade visual education materials.



Stored equipment awaiting repair and servicing.

Participation and demonstrations in and for all types of meetings, such as those of the P.-T.A., religious and industrial organizations.

Demonstrations to departmental representatives.

Organization of Greater Cleveland education audio-visual representatives.

Repairing and servicing during the summer of all projection equipment owned by the schools and the division.

Assistance in the preparation of filmstrips and the pictorial presentation of educational activities and services provided by all departments in the city school system.

Participation at faculty meetings. In addition to these services, desirable public relations are developed through cooperation with industrial training programs and by acting as consultants to all groups requesting this service. The latter service has grown at an alarming pace and it is difficult to determine where to stop.

PERSONNEL

The question is frequently asked, "What staff do you have to operate this program?" Following is a brief listing of the personnel:

- Director
- One teacher assistant
- One principal clerk
- One photographer
- One photo laboratory technician
- One equipment repairman
- One clerk in charge of exhibits, slides and film strips
- One booking clerk

One clerk in charge of the daily order make-up

- One truck driver
- One truck helper
- Two film inspectresses
- One head film inspectress
- Two watchmen

During the summer vacation period additional help is employed to organize, repair and clean material and equipment.

There are a thousand and one ways a department of this nature can be of service to the community. The

most important job in the last analysis is meeting the needs of the classroom, bringing to Johnny and Mary, right where they are seated, the world they have been hearing about.

The major problem is getting the proper machines and materials to the proper teacher, in the proper place, at the proper time.

If any program of visual education fails in this, it might as well fold its tent and softly steal away, since all else is superfluous.

Operation & Maintenance

LABOR CONDITIONS CONTINUE TO IMPROVE

IMPROVEMENT IN THE CUSTODIAL LABOR situation over that of a year ago has been reported here recently. According to a survey made by *The Nation's Schools* in various sections of the country, the personnel situation is better both as to number and as to quality. Added to those business managers who have already reported, many others evidence interest in the subject by expressing their opinions, which are mostly optimistic.

Aberdeen, Wash.

Typical is Ray R. Colby, secretary of the Aberdeen public schools, Aberdeen, Wash., who states, "We are having much less difficulty in filling custodial positions. We have been able to give a uniform increase of \$12.50 a month for all custodians. This makes a minimum salary of \$177.50 for regular first year, full time custodians. Our custodians have their own local organization and are not connected with any labor groups.

"There is a pension plan in the state to which all school employees are privileged to belong if they desire. It is not a good retirement program, however, and the educational forces of the state are working diligently to improve it.

"All full time employees of the district are entitled to two weeks' summer vacation with pay. The district

also permits five days' sick leave a year which is accumulative up to 25 days and five additional half days for personal illness which is not accumulative. Our work weeks are 44 hours long during the school year and 40 hours during the summer vacation.

"Regarding the selection of custodial employees, we prefer men between the ages of 30 and 40 years, who are married and have children in school. During the war years, like everyone else, we were glad to employ anyone who could push a broom. We sincerely hope that this condition is a thing of the past.

"As for our training program, our custodial employees have a manual which they are required to study and we have several meetings each year at which various problems of custodians are discussed and whenever possible a new employe works with a trained man for a sufficient time to acquire a fair knowledge of the work."

Sioux City, Iowa

Similar satisfaction over this year's improvement in the personnel situation is expressed by H. C. Roberts, secretary and business manager of the Independent School District, Sioux City, Iowa. "The situation is improved over that of a year ago

both as to quality and to number," states Mr. Roberts. "We have employed several young former servicemen who are proving to be excellent custodians. We still have a few substitute over-age men who will probably be replaced within the next year.

"For the current year just closed we paid a flat cost-of-living bonus of \$15 a month over that of the previous year, which was \$10 a month. Our scale begins with \$120 a month for assistants and ranges up to \$175 for head custodians, with the cost-of-living bonus of \$25 a month payable straight across the board.

"Our custodians are not affiliated with any labor union. They have been approached on the subject a number of times but to date they have not seen fit to organize. We have neither encouraged nor discouraged union affiliations.

"We have no local pension system but our employees are under the state plan which includes all governmental employees and which was copied from the federal Social Security plan and is almost identical.

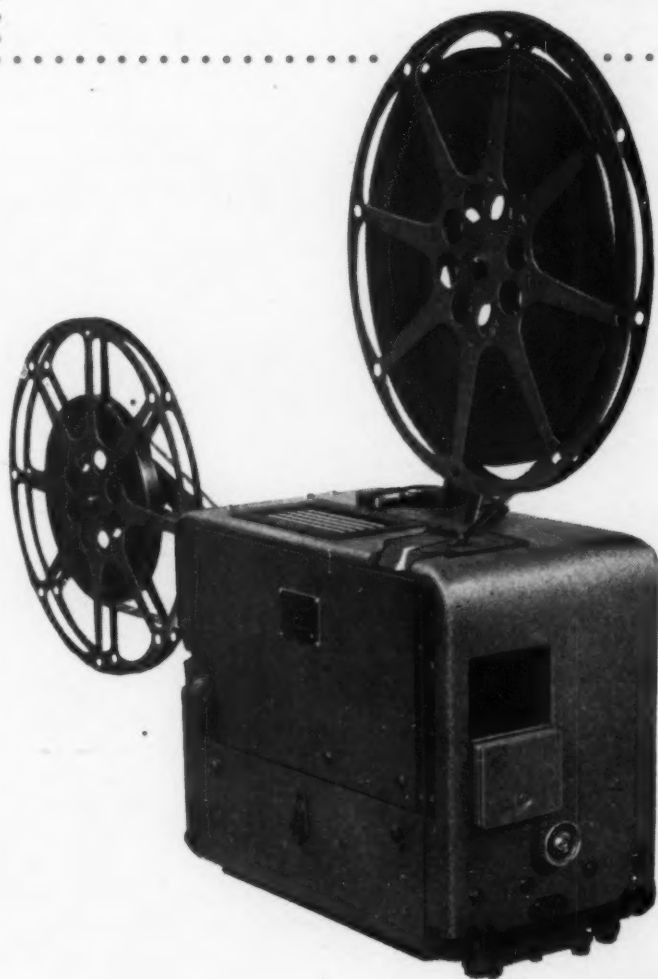
"For the first two years of employment, our men are granted one week of vacation with pay; for more than two years, two weeks' vacation. We grant five and a half days' sick leave with pay, which may accumulate to 22 days; death leave not to

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exceed four days for death in the immediate family, and one day for other relatives. We also permit about 20 per cent of the custodians to attend the three day summer school each year at State College.

"Our normal practice is to employ men under 35, of good character and habits and well recommended. We train our men on the job, a new man entering service being assigned as assistant in one of the larger schools to work under the head custodian. From this position, he is advanced to that of custodian of a small building and then to larger buildings on a seniority basis."

Denver, Colo.

Carl H. Schoene, supervisor of custodians in the public schools of Denver, Colo., reports advances during the last year. "First," he states, "the type of men applying for work has been higher and, second, we have had many more applicants than before and they are younger men."

"We feel that part of this improvement has been due to a revision in our salary schedule and to improved working conditions. The board of education granted increases in all salaries on Dec. 1, 1946. Our starting salary for helpers is \$150 a month with a maximum of \$170 a month after two years' service. Elementary school custodians, who are placed in three groups, receive from \$170 to \$220 a month. The junior high school custodians receive from \$230 to \$280 a month; they are placed in two groups. The six senior high custodians receive from \$290 to \$310 a month. Our custodians are not affiliated with any labor group.

"Our pension plan for custodians is the same as that for teachers; they contribute 6 per cent of their salaries and the board of education contributes an equal amount.

"Every applicant must pass a medical examination, a mental ability test, a mechanical aptitude test and a personal social adjustment test. We are working on our custodial training school at present and hope to have it operating again in a short time."

Lincoln, Neb.

The picture in Lincoln, Neb., as described by R. H. Park, assistant superintendent in charge of operation, maintenance and purchase, is the same as that found elsewhere.

"The quality of the individuals applying for employment in the custodial and maintenance staff has improved and also there has been an increase in the number of individuals applying for work since Dec. 1, 1946.

"The board of education approved an increase in operation and maintenance salary schedules beginning July 1, 1946. The rates of pay were increased 5 cents an hour; contract salary schedules were increased \$120. The usual increment of increase is \$60 a year until the maximum rate in the schedule is reached.

"We have had no difficulty with labor unions. About 60 per cent of the operation and maintenance employees belong to a local A. F. of L. union.

"In 1945 the legislature passed a law setting up a school employees' retirement plan and providing for a board to administer the plan. Under this law an employee in the public schools can retire after completing thirty-five years of creditable service and any employee who becomes 65 years old on or before June 30 of any fiscal year shall retire at the expiration of the contract period ending on or before June 30th of such year.

"Retirement benefits accrue from two sources: (1) the state contributes \$1 a month for each year of service, but not to exceed \$30 per month, and (2) a savings annuity derived from the accumulated contributions of the employee to the time of retirement. This contribution is derived from the deduction of 5 per cent of the employee's salary unless it exceeds \$2400 a year. All contract employees over 21 years of age, unless they elected not to become members prior to Oct. 1, 1945, must become members of the retirement system.

"All full time employees who serve through the entire fiscal year are entitled to two weeks' vacation with pay. All full and half time employees are allowed six days' sick leave at full pay and twelve days' at half pay. The unused full time days of sick leave may accumulate each year until a total of 40 half days is accumulated. Ordinarily, it is the policy not to employ persons over 45 years of age; they must pass a physical examination before being hired. However, the shortage of help during the past few years has made it necessary to raise the age limit; so far, however, this has not ex-

ceeded 60, and the individuals near this age accepted for service were above the average in physical vigor.

"It is possible to hold classes in custodial service without cost to the board of education under the Smith-Hughes law. This was done several years ago but the turnover in help, particularly in the lower salary brackets which involves new employees just starting in the service, has been so great that classes have not been operated in the past few years."

Omaha, Neb.

Let us now look at the situation in Omaha. Here younger men are available in greater numbers than they were a year ago, which naturally is advantageous to the schools. "On Sept. 1, 1946," explains J. Wilbur Wolf, business manager of the Omaha public schools, "we granted a net increase of \$22.50 a month as an extra cost-of-living increment for all members of the custodial staff as well as all other school employees. Our present rate of pay for the custodial staff is as follows:

Women custodians: starting salary, \$102.50; maximum salary, \$122.50.

Assistant custodians and watchmen: \$137.50 to \$157.00.

Head custodians in elementary schools: \$162.50 to \$195.50.

Head custodians or head engineers in high schools: \$202.50 to \$245.

"Our relationships with the labor unions have been satisfactory and most of our custodians belong to the Building Service Employees National Union of the American Federation of Labor. Our custodial employees are allowed two weeks' vacation with pay after having been employed by the board of education for one year and after five years of employment they are allowed three weeks' vacation. Custodial employees are allowed five days' sick leave each year accumulative to 25 days. We have a pension set up so that each custodial employee after twenty-five years of service and upon reaching the age of 65 is allowed a pension of \$50 a month.

"In the selection of custodial employees we give preference to applicants under 40 years. We held a two day intensive program of instruction for our custodians the first part of June and no doubt shall have a similar program each year in the future."

Is upkeep getting you down? Then why not reduce your *underfoot* overhead and brighten your own "outlook" as well as that of your cafeteria and other rooms? A Kentile floor will turn the trick in a jiffy!

Yes, it's as simple as that. Distinctive Kentile colors and patterns *add up* to high styling, smartly individualized with tiles that are laid piece by piece. Great durability and exceptional cleanability keep maintenance costs *way down*. Kentile isn't stained by ordinary substances, and special Greaseproof Kentile fits in wherever needed. Colors won't fade or rub off. And Kentile is blessedly quiet and comfortable underfoot, non-slippery even when wet.

The cost? You'll be amazed to learn that Kentile costs less both initially and *installed* than any other long-wearing resilient tile flooring sold.

Incomparably cheaper in the long run, too . . . because it wears so much longer.

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Overhead-Underfoot!*

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Elyria, Ohio

Speaking for Elyria, Ohio, W. O. McClellan, business manager of the public schools, says, "Starting July 1, 1946, our regular custodians received another cost-of-living increment of \$204 per year payable over the year. We are now paying (including our increments) the following: custodians in small buildings, \$2518; medium buildings, \$2650; large buildings, \$2782.

"In these three categories all custodians do firing and cleaning. The central heating plant engineer re-

ceives \$3178; high school day fireman (no cleaning work), \$2710; high school night fireman (no cleaning work), \$2578; high school head custodian, \$2980 (all cleaning). Hourly cleaning help is paid from 50 to 75 cents an hour.

"Some, but not many, of our custodians belong to an A. F. of L. union. When we employ a new man we explain that he may be approached about joining a union but that he should use his own judgment as to whether or not he joins and that we allow no coercion one way or the other. Of course our cus-

todian-firemen are under civil service regulations.

"In Ohio we have a state pension plan whereby an employee contributes 5 per cent of his salary up to \$3000 (top limit) a year and the board of education matches it. The employee retires at 70 but under certain conditions he can retire from 60 years on.

"Each one of our custodians receives a two weeks' vacation annually and, of course, receives pay for all holidays. We also have a sick leave plan which allows an employee ten days per year, accumulative up to 30 days. In addition, employees are allowed up to three days a year for a death in the immediate family. All employees are encouraged to belong to the Ohio State Association of School Employees.

"During normal times we are not allowed by the civil service commission to choose an employee unless he is one of three submitted to us by the commission. This eligible list is obtained by holding an examination, the three highest candidates being presented to us. We may select any one of the three."

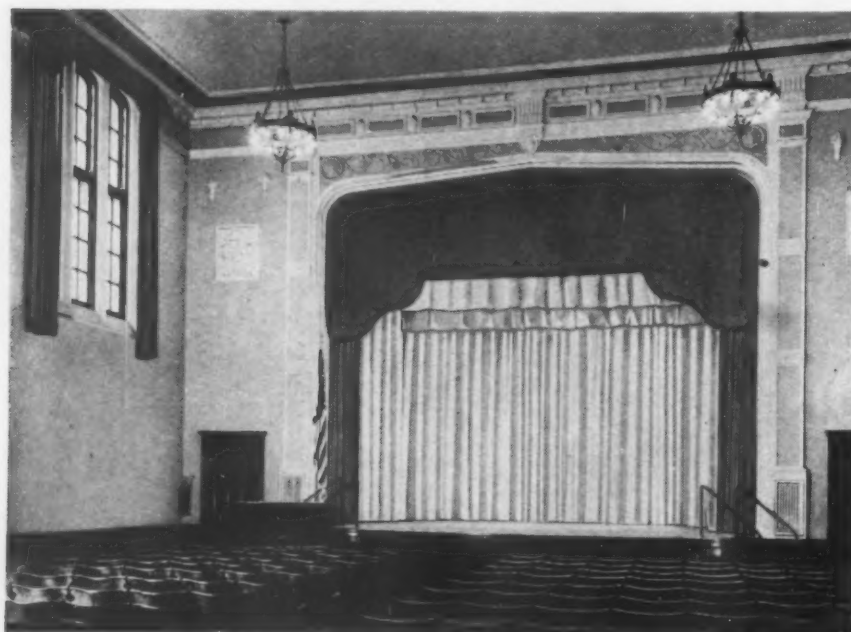
Ann Arbor, Mich.

John B. High, superintendent of buildings and grounds at Ann Arbor, Mich., sees little improvement in the help situation. He writes:

"So far as good men are concerned, we are no better off today than we were a year ago. Industry has the first call over the lower wages paid by us. Bums are plentiful.

"Michigan has a public school employees' retirement fund covering all school employees. We pay 5 per cent of our salary as a contribution but not to exceed \$180 in any one year. The retirement allowance is one half of an average consecutive five year salary but not to exceed \$1800 a year when a person has worked at least 30 years and is 60 years old or older.

"Retirement allowance is also made available for persons who have become physically unfit and who have not been in service for 25 years or more. The allowance is proportional to the 30 year requirement. Anyone may retire after 25 years of service but the annuity does not begin until he reaches 60. We in Ann Arbor have established a sick leave policy which allows nine days a year for personal incapacitation and is cumulative to 72 working days."



AUDIENCE SAFETY demands fabrics that **CANNOT BURN**

A school fire is too horrible a disaster to take unnecessary chances. The flameproofing of combustible fabrics may lead to a false sense of security—for the fire-resistance of chemically-treated organic fabrics depends upon the type of chemical used, and the length of time since the last treatment.

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The auditorium installation shown above combines two Fiberglas® fabrics: Tuscan Gold back drop, legs and borders—Jade diamond weave front curtain. This dignified stage and window treatment is easily cleaned. Fiberglas fabrics are endorsed by all public safety officials.

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FOR THE first time in history, the scientific methods used by life insurance companies in computing rates have been put to work in figuring out life-expectancy tables for Ford Trucks.

4,967,000 Trucks Studied . . .

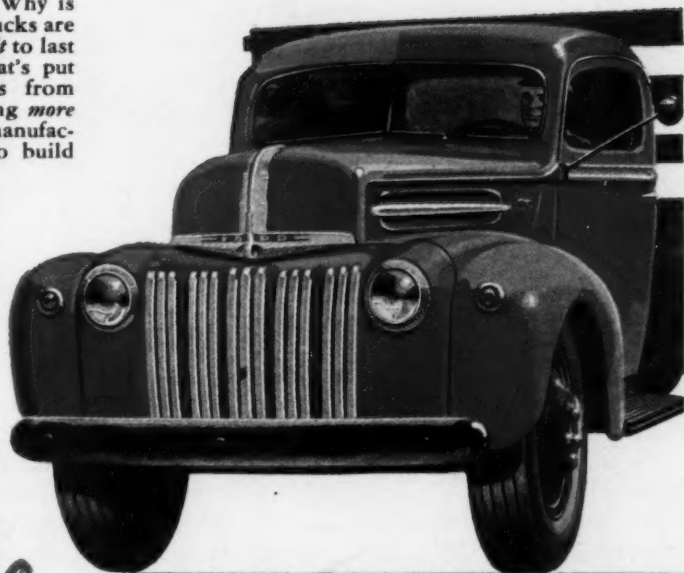
Wolfe, Corcoran and Linder, leading New York life insurance actuaries, assembled the records of all trucks of the five sales leaders registered from 1933 through 1941 . . . 4,967,000 trucks in all. Then they prepared truck life-expectancy tables in exactly the same way that they prepare human life-expectancy tables for life insurance companies.

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It stands to reason the longer you use a truck, the less it costs to own. That's why longer-lived Ford Trucks are the top truck value. And, logically, Ford longevity means lower maintenance costs . . . less time in the shop. It means more unused miles when you're ready to trade, and a better trade-in. Yes, any way you look at it, you'll get more truck for your money with a Ford Truck . . . because Ford Trucks last longer!

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LAST LONGER!**

The life expectancy of a Ford Truck is:

13.1% longer than that of Truck "B"
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Based on the application of sound and accepted actuarial methods to the actual experience as measured by truck registrations, we hereby certify that, in our opinion, the accompanying table fairly presents the relative life-expectancy of the trucks involved.

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THE SCHOOL CAFETERIA

CONDUCTED BY MARY D. GARMO BRYAN

THE SCHOOL LUNCH AS A SOCIAL STUDY



On the wall chart the Mothers' Club secretary is pointing out the next regular turn of the day's helper. If a volunteer worker fails to take her turn, she pays a \$1 fine, used to employ a substitute.

JOHN L. TREVASKIS

Supervising Principal
Franklin County Public Schools
Marysville, Pa.

war workers. The present program is planned with the pupils and the school as the first object.²

In any consideration of social studies we must consider that the school lunch program is a teaching situation, when it is properly administered, and that a majority of the school population participates in its benefits.

McMurray has characterized the social studies program as a place where "children learn those niceties of living that act as a social lubricant."

In most schools the serving of lunch is a carefully supervised situation. The children are seated at tables, either in a regular lunchroom or in the classroom, under the supervision of the teachers who eat with them. All factors are carefully controlled so that the child is being taught although he does not realize it.

The first interest in the school lunch program is the matter of nutrition. Too often today the usual home-packed lunch is a hit-and-miss proposition. Usually it is the unwanted morning chore and the child ends up carrying off to school a poor combination of foods that have been left over from the previous day's meals. Consequently, the noon meal, which is one of the most important of the day, must be eaten wherever the child can find the room and by noon his lunch is in a dried out and tasteless condition.

Contrast this with the typical well balanced and prepared meal provided by hundreds of lunchrooms in the schools of the nation. Here, the par-

"ALL THE SUBJECTS OF THE ELEMENTARY school have a social function. This is a point of emphasis of democratic education. Some activities are especially concerned with the socialization of the pupil.¹

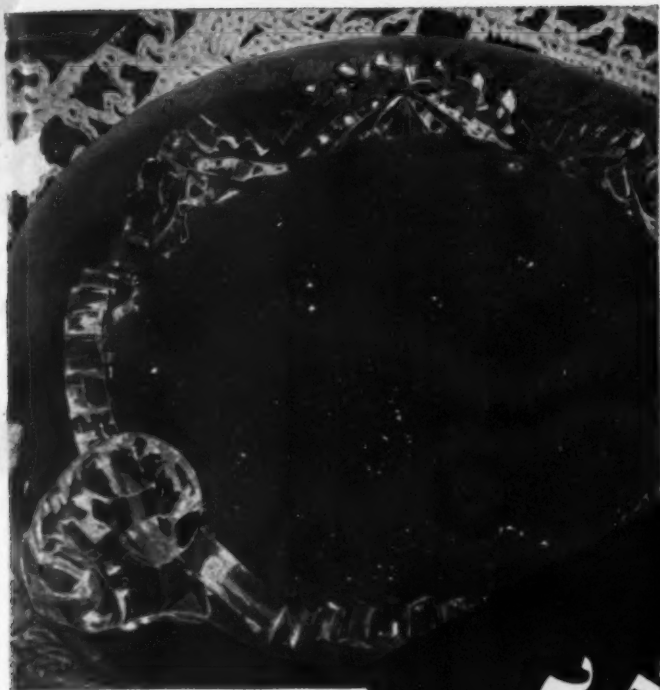
In considering social studies in the elementary school, it is difficult to take any position other than that all the subjects the child takes which develop his social intelligence must be classified as social studies. Traditionally, of course, we might say that the social studies are history and geography with parts of other subjects added, but the larger view would seem to include all of the school activities that lead to a satisfactory social adjustment. The emphasis should be on social living.

¹ Saucier, W. A.: *Theory and Practice in the Elementary Schools*, New York, Macmillan Company, p. 304, 1940.

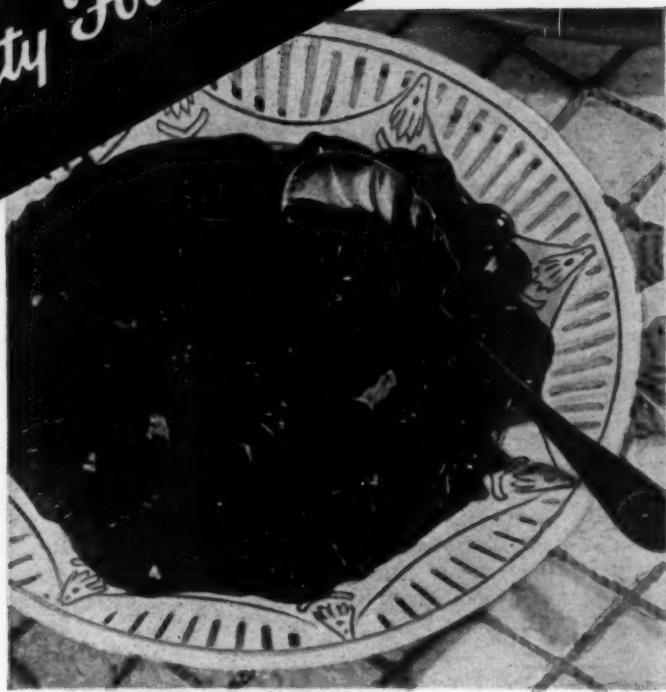
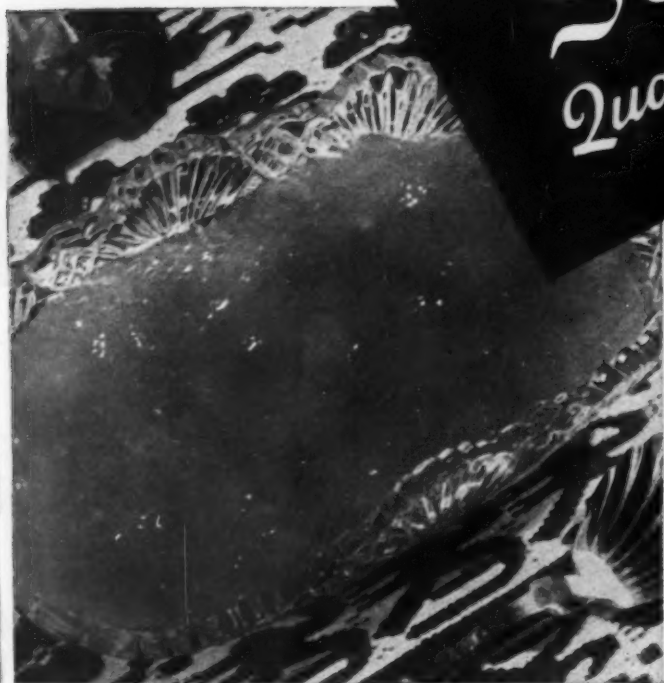
With this in mind, let us consider the school lunch program as a social study and examine its history and place in the school, not only as an aid to nutrition but also as an aid in developing the child socially.

"Of all the outcomes of the economic depression of the thirties and of the emergencies of the war years, the permanent school lunch program provides the finest contribution to the welfare and to the improvement of school conditions. The original school lunch program was chiefly a means of using up agricultural surpluses and helping farm groups and needy children. The program of the war years was directed toward the winning of the war by helping to some degree to care for the children of

² Editorial, *The Permanent School Lunch Program*, *The American School Board Journal* 113:48 (July) 1946.



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Sun-ripened fruits and berries, blended with crystal cane sugar—that's all you see in this service. To make these exquisite jams, jellies, preserves and marmalades, we have taken the secret of Grandma's unforgettable touch—cooking slowly in small batches—and brought it to highest artistry in our Sunshine Kitchens, carefully controlling every step to retain the natural color and exquisite flavor. A natural accompaniment to the most attractive service.

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Notice the location of the burner in the cross section of the Garland All-Hot Top above. With the burner "on," the front of the All-Hot Top will become hottest with temperature gradually receding toward the rear. For high heat, the chef keeps pots, pans and skillets at the front, moving them to the rear as lower heats are needed. Because all seven Garland burners are front fired and individually controlled, the chef can secure an infinite number of heat variations in various sections of the All-Hot Top as needed. This means he can cook more food—better and more economically. *No other commercial range has the front firing feature.* Available for manufactured, natural or L-P gas.

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ents have cooperated with other agencies in the community to provide the facilities for clean, wholesome meals, well planned and served at a minimum of expense. In most cases the cost is so low that it does not pay the parent to pack a lunch.

However, nutrition is not the whole story. If we stop there, we have lost many of the major advantages of the program. It is interesting to list a number of the social advantages that have been apparent to both parents and teachers who have observed the functioning of these lunch programs over an extended period of time.

PROVIDES COMPACT UNIT

First, in a district where many children travel to school by bus, too often the school is split so that those who use the bus and those who go home for lunch have little in common. In many schools having a lunch program parents insist that their children eat at the school even though they live only a short distance away. After lunch the children play together, usually under the best supervision. Their social contacts are normal at this time and while they are at the table and there is little doubt that the plan of having all children eat at school tends to weld the school into a more compact and cooperative unit.

Second, the school lunch, when properly supervised, is of great help in teaching good manners to the children of the entire community. Too often we see evidences of the child not being taught, or being improperly taught, the social grace of good manners in the home. To put it mildly, the food is "shoveled in" and the child sees nothing wrong with this disgusting method of eating. A kind word or suggestion by the understanding teacher can correct table habits that never seem to be corrected in the home.

It is amazing after a relatively short time to see how well many of the youngsters conduct themselves at the table. Along with manners goes "table talk." Here again, proper supervision must be assumed, but it is the most natural thing in the world for children all of one age group to spend most of the time at the table in conversation whereas at home they are relegated to silence in deference to the older members of the family. Their discussion at school naturally

runs the gamut of the topics children discuss but we can be sure that generally the children who have the experience of eating at school are better adapted socially as they grow older than those who do not have this experience.

A further social advantage is that eating together as the children do teaches them respect for those who eat with them. The absence of meat on certain days is noticed, but this matter is quickly put in its proper place. The opening of every meal with a few words of devotion can certainly not make any child less reverent than he has been before.

By the same token, it is true that when anyone eats day after day with other people, racial, economic and social backgrounds come to mean less and less and the children learn to accept those who eat with them as equals. Generally, there seems to be no feeling on the part of children against eating at the same table and sitting side by side with the child from a home which some people class as "foreign." Color means little to younger children and after the experience of sitting down at the same table with children of other races, they think less of it as they grow older. Eating together is a great leveler, in both adult and child life.

USING PUPIL HELP

In the administration of school lunch programs it is often necessary to use pupil help. This usually presents no problem. The average child is glad to earn his meal for the day and performs his work well. Both girls and boys are permitted to participate and it is interesting to see them hurry into the kitchen, don aprons, adjust hair nets, and scrub their hands clean before touching any of the food. The conditions under which the children do their work are on the highest level and there is no loss in dignity through the giving of assistance but rather a dignity is added to the task and most children are proud and anxious to help and be in the working groups that make the programs run smoothly.

To the parent the "pay off" of the school lunch is the carry-over to the home. The usual story is one of improved eating habits and table manners, a more social attitude at the table and a graciousness and alertness to the rights and desires of others shown by children. Where school

lunch programs are started, there is little probability of their ever stopping. The parents are too much sold on the idea.

Children learn to eat what is served. The habit of picking at food soon disappears and a general healthy attitude toward food on the part of their children is noticed by most parents. Usually, the child who has the advantage of the school lunch program is a healthier, happier and more alert child than one who does not eat with his classmates. School nurses report greater gains in weight and height noted in school lunch participants over those who do not participate. Teachers notice that better work is done in the late afternoon when the child has had a good lunch at noon. In general, the hot noon lunch tones up the entire school.

CAN BE SOCIAL LABORATORY

Consider, now, the foregoing in the light of what various authorities have said with regard to the aims of the social studies program, and see how the school lunch fits in with these ideas. Baxter and Bradley point out: "For many teachers the social studies have become the core of the curriculum. The emphasis has been on social living. The school should be a social laboratory."³

Saucier lists as two of the functions of the elementary school the understanding and practice of desirable social functions and the developing of a sound body and normal mental attitudes.⁴

The whole matter may be summed up as follows:

"It is a well established fact that a school health program alone is not enough but . . . by a recognition of all the factors that enter into child growth and by a combination of efforts, the school can do a much better job than formerly in assisting the child to a well balanced development."⁵

There seems to be little doubt but that the modern school lunch can do much toward bringing about this balanced development. The school lunch is, in fact, a major social study.

³ Baxter and Bradley: *An Overview of Elementary Education*, Boston, D. C. Heath Company, 1945, pp. 13-55.

⁴ Saucier, W. A.: *Theory and Practice in the Elementary Schools*, Macmillan Company, 1940, p. 105.

⁵ Williams, F. L.: *Something New in School Health*, *The American School Board Journal* 113:27 (August) 1946, p. 27.

NEWS

Federal Aid Bills Move Along . . . N.E.A. Censures McCook and North College Hill . . . School Construction Rising Rapidly . . . Brief Hearings on U.M.T. Teachers' Salaries Continue to Rise . . . Labs Train in Group Development

Unprofessional Practices Charged

WASHINGTON, D. C.—The National Commission for the Defense of Democracy Through Education of the National Education Association has issued reports of unprofessional practices in two school systems: McCook, Neb., and North College Hill, Ohio.

The report on McCook is in protest to the discharge, apparently without cause, of three teachers who had been in the school system from 18 to 21 years each. Among the recommendations included in the 27 page report, "McCook, Nebraska, an Example of Some Effects of Undemocratic School Administration in a Small Community," are: (1) careful selection of school board members and school officials; (2) organization of a strong local teachers' association; (3) development of better school-public relations; (4) a revision of teacher tenure regulations; (5) more effective supervision.

The mimeographed report on North College Hill, Ohio, issued jointly by the N.E.A. and the Ohio Education Association, condemns the majority members of the present board of education for refusing to reemploy the dismissed superintendent and for thwarting and ignoring the wishes of "the great majority of the students and teachers in the public schools under their administration and strong demands from the parents of the students and other citizens."

One factor in the controversy is whether or not the parochial school in the district should be a part of the school system and be supported through tax funds. The report urges teachers not to accept positions in the school until it is under a board of education that "observes its primary responsibility for the public schools of the community."

On July 5, John T. McNicholas, Catholic archbishop of Cincinnati, proposed a joint committee of the National Education Association and the National Catholic Educational Association to "de-

crease the deplorable tension between Catholic and public schools."

Military Training Is Live Issue

WASHINGTON, D. C.—During July, the House armed services committee held brief hearings on the issue of establishing universal military training. Instead of having hearings on a proposed bill, as is usual, the discussion was directed to support or oppose the recommendations of the President's advisory committee on universal training.

On July 6, a group of 20 nationally known persons, largely educators and churchmen, headed by Josephus Daniels, transmitted a signed statement to the House committee in opposition to universal military training. The group urged support of the U.N. and said history showed that "the great heavily armed nations have gone down to destruction through exhaustion of their economic resources and their manpower and conquest with other nations equally infatuated with piling up armaments."

School Construction Rises Rapidly

WASHINGTON, D. C.—School construction for the first quarter of 1947 showed an increase to \$38,464,000 in contracts awarded, according to data made available by the U. S. Office of Education. This amount is twice that of the same quarter in 1946 and is distributed as follows: contracts awarded by state governments, \$15,143,000; by county governments, \$4,167,000; by municipal governments, \$19,154,000.

Parochial School Issue Up

CINCINNATI—The parochial school issue produced the most heated arguments heard at the N.E.A. conference here. Touched off by the North College Hill blacklisting in the N.E.A. report read by Dr. Alonzo F. Myers, the delegates applauded almost every argument that parochial schools be denied public funds. Dr. Myers suggested a test suit that would reach the Supreme Court.

Federal Aid Bills Progress

By HELEN C. BROWN
Staff Correspondent

WASHINGTON, D. C.—On June 25, the House subcommittee on education of the committee on education and labor reported out, by a vote of 6 to 2, Congressman McCowen's bill, H.R. 2953, providing general federal aid to education. On July 3, the full Senate committee on labor and public welfare approved its version of federal aid (S. 472), introduced by Senator Taft.

The House bill provides for federal expenditure of \$200,000,000 during the fiscal year beginning July 1, 1947, \$250,000,000 for the fiscal year beginning July 1, 1948, and for the fiscal year beginning July 1, 1949, and thereafter, \$300,000,000 annually.

Federal funds would be allocated to the states on two bases: (1) equalization of educational opportunities with a floor of \$40 per year per school child (if a state is unable to raise this amount by a tax equal to 1.1 per cent of its total income, the federal government would make up the difference) and (2) distribution of federal funds to raise the education level in all states (each state would receive an amount of at least \$3 per year per child 5 to 17 years of age).

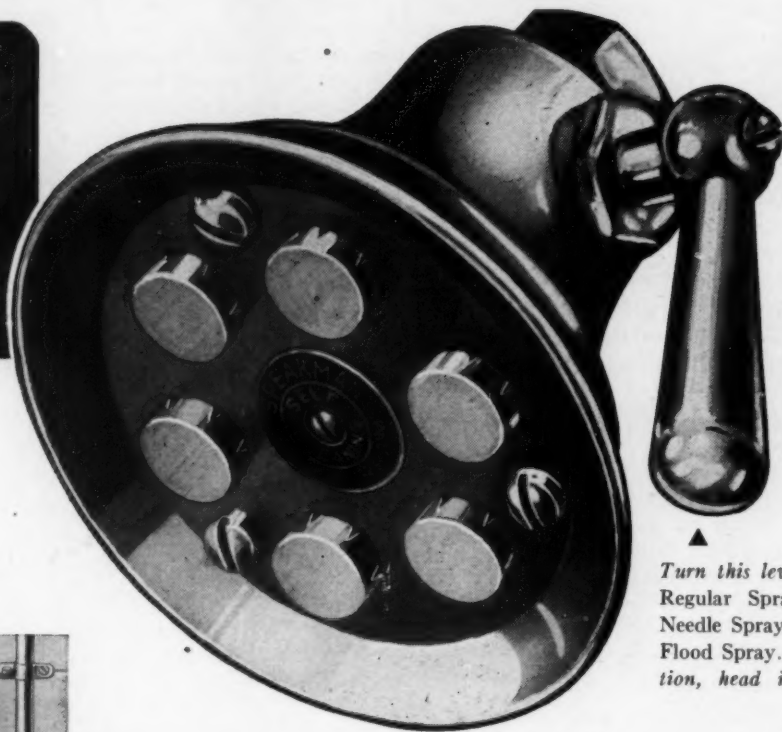
It is estimated that, of the \$200,000,000 available the first year, approximately \$141,500,000 would be allocated on the basis of equalization and \$55,500,000 on the basis of distribution, the remainder to be used for schools outside the continental United States and for administration. A total of 19 states would receive funds solely on the basis of equalization; six others would receive equalization funds in addition to the \$3 per year per child.

The equalization allocation varies from \$18,766,000 to North Carolina and \$13,330,000 to Alabama to \$546,000 for Idaho. The other states that would receive equalization funds in descending order of amount are: Mississippi, \$12,735,000; Kentucky, \$12,095,000; South Carolina, \$10,686,000; Georgia, \$10,664,-

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Speakman "Commander" exposed Two-Valve Shower (S-1160). Designed to prevent malicious removal.

Have you a hot water problem? Hot showers cost you too much? Install Speakman Anystream Shower Heads. With Anystream, you can save up to 58% on hot water consumption . . . with corresponding savings on fuel.

Speakman Anystream Heads cut maintenance costs, too. Anystream Shower Heads are self-cleaning—a feature that cuts maintenance difficulties to minimum.

See the Anystream Shower Head at your local plumbing supply dealer or plumbing contractor. Immediate delivery.

SOME TYPICAL SPEAKMAN INSTALLATIONS IN SCHOOLS AND COLLEGES

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U. S. Naval Academy . . . Annapolis, Md.	Mass. Inst. Tech. Cambridge, Mass.
Princeton University . . . Princeton, N. J.	Huntington School Huntington, N. Y.
Dartmouth College . . . Hanover, N. H.	Hamtramck Jr. High School, Hamtramck, Mich.
Bennington College . . . Bennington, Vt.	Mt. Lebanon High School . . . Pittsburgh, Pa.
Harvard University . . . Cambridge, Mass.	Rutgers Stadium . . . New Brunswick, N. J.
Beacon High School . . . Beacon, N. Y.	Franklin School . . . Cedar Rapids, Iowa
Staunton Military Academy. Staunton, Va.	South Side Jr. High School . . . Scranton, Pa.
Placentia High School . . . Placentia, Calif.	P. S. du Pont High School. Wilmington, Del.
Central High School . . . Philadelphia, Pa.	York High School York, Pa.

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000; Texas, \$10,547,000; Tennessee, \$9,556,000; West Virginia, \$8,234,000; Arkansas, \$8,215,000; Louisiana, \$7,959,000; Oklahoma, \$7,210,000; Virginia, \$3,714,000; New Mexico, \$2,824,000; Arizona, \$1,232,000; North Dakota, \$1,213,000; South Dakota, \$1,080,000, and Utah, \$1,022,000.

The six other states which would be entitled to receive equalization funds but for which the \$3 per year per child provides a greater amount are Florida, Maine, Minnesota, Nebraska, New Hampshire and Vermont. These, and all others, would receive federal funds based on the \$3 per year per school-age child formula.

The Senate Bill, S. 472, does not substantially change the relative order of the states in the amount they would receive. Since the bill approved by the Senate committee provides for \$300,000,000 appropriation per year, with a distributive clause of \$5 per school child, the amount for each state would be proportionately larger.

The House bill carries the provision that each state must define a "public school" for purposes of receiving federal aid money. The Senate bill has a similar provision by stating that federal funds may be used "for current expenditure for elementary and secondary school purposes for which education revenues derived from state or local sources may legally and constitutionally be expended in each state."

To become law, the bill must yet be approved by the full House committee, passed by both Houses, differences resolved in joint conference, repassed by both Houses and signed by the President. Even then, the act could not be implemented without supplementary legislation to appropriate funds. This would involve approval by House and Senate appropriations committees and passage of the appropriation bill by both House and Senate.

Veterans Take Up G.I. Option

WASHINGTON, D. C.—More than 60 per cent of the 6,426,000 World War II veterans who have applied for education or job-training benefits provided by the government actually had entered training at some time prior to June 1, 1947, Veterans Administration reported on July 3.

Vitreous China Fixtures

WASHINGTON, D. C.—The National Bureau of Standards has announced that the revised commercial standard for the manufacture of staple vitreous china plumbing fixtures, which is identified as CS20-47, became effective for new production July 12.

Aid to Summer Planning

ELGIN, ILL.—Thirteen agencies that serve local youth are members of a council and this council prepared a pamphlet on local activities in which the 6000 boys and girls of school age are eligible to participate this summer. Each of the agencies has a page or more in which to list the courses, camps, exhibits, games and trips available under its auspices, with schedules of hours and fees (if any) and prizes offered. The center spread in the pamphlet lists the activities of the joint city and school summer recreational program; the final page gives the vacation schedule of activities of the Elgin Youth Center, called Ramble Inn, a club for teen-age boys and girls.

Supt. Orrin G. Thompson of the public schools says the booklet is being of great assistance to pupils in planning their summer activities.

Textbooks Under Scrutiny

WASHINGTON, D. C.—If H.R. 3970, introduced by Congressman O'Konski, is passed, an educational counselor, to be appointed by the House and Senate committees on the District of Columbia, will have the authority to examine all teaching materials used in any school and institution of higher education in the District of Columbia supported in whole or in part from federal funds.

Training Lab in Group Development

WASHINGTON, D. C.—From June 16 to July 4, the National Education Association's research center for group dynamics of the Massachusetts Institute of Technology conducted a training laboratory in human relations.

The purpose of the program was to appraise methods of conference procedure, committee operation, educational processes and individual development through such an experience in leadership and group action.

Participants in the training laboratory included representatives of education, industry, government and labor, as well as leading sociologists, social psychologists, anthropologists and social scientists. A training staff of 10 members conducted the experiments and conferences were under the direction of Dr. Leland P. Bradford of the Division of Adult Education, N.E.A.

Cooperating institutions included Teachers College, Columbia University, Springfield College, Cornell University and the universities of California, Michigan and Maine.

The laboratory is planned as the first of a series of similar training laboratories to be held in various regions.

Combating Delinquency

WASHINGTON, D. C.—Adequate teachers' pay, additional school buildings and expanded and improved juvenile institutions were cited as imperative needs in combating juvenile delinquency in the annual report of the Juvenile Court sent to Congress by President Truman on June 16.

The number of delinquency complaints had increased 3.2 per cent over the previous year, the report stated, and there is a rapid increase in the overall number of cases referred to the court.

Judge Fay L. Bentley of the Juvenile Court in Washington recently emphasized the relationship between adequate expenditures for education and juvenile delinquency. "The first three grades are the most important in the lives of children," she stated. "There also should be much more emphasis on mental hygiene and the high school should include training on family life. There must be more community response to the needs of children and youth."

A bill, H.R. 3210, has been introduced in the Congress by Mr. Smathers, which seeks to reduce delinquency by authorizing the expenditure of funds through the Federal Security Agency for the "care and prompt return home of runaway, transient or vagrant children of juvenile age going from one state to another without proper legal consent."

The first number of *Accent on Youth* was published in June by the National Conference on Prevention and Control of Juvenile Delinquency, with headquarters in Washington, D. C.

School Food Service Meeting

DALLAS, TEX.—"Health Education Through Food Service" is the theme for the annual meeting of the School Food Service Association to be held in Dallas, Tex., November 13 to 15 at the Baker Hotel. This group is the consolidated organization of the Food Directors' Conference and the National School Cafeteria Association. The program will cover kitchen layout, food preparation, financial problems and food service personnel. Exhibits of equipment, foods and educational materials will be displayed.

Recreation Building Under Control

WASHINGTON, D. C.—The Office of Housing Expediter issued on June 30 a construction limitation regulation pertaining to the construction of buildings to be used for recreation or amusement purposes. Permits are necessary for any alteration, modification or construction of such buildings if the cost is above \$2500. The order applies to buildings that are a part of a school.

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Just compare these 1937 and 1947 prices on popular sizes of Da-Lite's widely-used Challenger and Model B Projection Screens!

MODEL & SIZE	1937 LIST PRICE	1947 LIST PRICE	CHANGE
Challenger...30x40...	\$20.00	\$15.75	DOWN 21%
Model B...30x40...	10.00	10.00	NONE
Challenger...37x50...	30.00 (39x52)	22.00	DOWN 26%
Model B...37x50...	12.50 (36x48)	14.00	UP 12%
Challenger...45x60...	45.00	30.00	DOWN 33 1/3%
Model B...45x60...	22.50	20.00	DOWN 11%

Quadrupled demand. Streamlined manufacturing and assembly. Post-war tooling and new production machines. Tripled plant area. Simplified design. 38 years experience in screen research and manufacturing. These are the reasons Da-Lite, the leader since 1909, can bring you completely new, vastly improved screens at 1937 prices and less. For price and performance, ask your dealer for Da-Lite—America's Finest Projection Screen. Sizes and models for every need.

Da-Lite Research sets the pace . . . as with the internationally-famous New Challenger, offering exclusive features that make it the greatest improvement in screens in nearly four decades. It's PERFECT for PROJECTION!

- **FULLY PROTECTED SCREEN FABRIC** with New, "No-Rub," Flat-Back Octagon Case.
- **MODERN DESIGN** for Compact Storage and Easy Handling.
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- **Plus many other features** that make the Challenger America's Favorite Portable Screen for Movies . . . Slides . . . Film Strips!
- **SMART APPEARANCE** All Metal Parts Richly-Plated or in Finest "Wrinkle Finish."
- **PICTURES "COME TO LIFE!"** On Premium-Quality Crystal Beads, Permanently Fixed to Pyroxylin Base.
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NEWS

Tells the Story of Weather

NEW YORK.—The *New York Times* has issued a 36 page booklet for distribution in New York schools entitled "The Weather—How and Why." Included are explanations of how the weather bureau works and how daily weather changes are reported in the *Times*; also a glossary of meteorological terms, photographs of unusual cloud formations and charts indicating local and world extremes of weather. Meteorologist A. S. Kussman prepared the booklet.

Radio Plugs on Teaching Crisis

WASHINGTON, D. C.—During the week of June 16 to 22, the citizens' federal committee on education of the U. S. Office of Education sponsored a series of radio programs portraying the serious crisis in American schools.

Instead of contracting for special time, the committee procured the cooperation of leading networks and sponsors to include brief statements in popular radio programs. Frequently the plug was made by the radio star; at other times,

by the announcer. Each fill-in pointed up a different aspect of the crisis and indicated specifically what the listening audience could do to help.

The committee includes 30 representatives from agriculture, business, home-makers, labor, manufacturers, Negro groups, religious groups, veterans' organizations and the professions.

Company Pays the Tuition

CLEVELAND.—The Hanna Coal Company wants its supervisory employes to be educated so is having them attend adult education classes. The average age of those attending is 41. They are taught by regular high school instructors and study English, public speaking and history. The company pays the tuition.

Conference Urges Safety Classes

WASHINGTON, D. C.—At a national meeting held in Washington, D. C., the President's Highway Safety Conference issued a plea to school administrators to incorporate traffic safety lessons in the schools as a regular course of study. Dr. Forrest E. Long, chairman of the education advisory committee of the conference, warned that a "dry-as-dust, monotonous repetition of safety lessons will never accomplish the desired end."

Aid to Consumer Education

WASHINGTON, D. C.—The first report of the Consumer Education Study, sponsored by the National Association of Secondary School Principals, a department of the National Education Association, has been completed. It is entitled "Economic Roads for American Democracy" and is published by McGraw-Hill Publishing Company.

The report is planned as a textbook for high schools and presents five major schools of thought on what America should do to achieve and maintain a high level of prosperity. The five economic theories are: the traditional business system, restored competition, leadership by business, a two-front economy by business and government and a governmentally planned economy.

Each proposed theory is elaborated and defended by quotations and arguments from its proponents. The student is constantly challenged to formulate his own evaluation of the conflicting views presented.

Scientific Personnel Needed

WASHINGTON, D. C.—Studies of the supply of and demand for scientific and other highly specialized personnel indicate that the demand of our civilization



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THE NEW TRANE UNIT VENTILATOR

The Finest Unit Ventilator Ever Offered by Trane
Features New Functional Design and New Belt Drive

The clean functional lines of the new Trane Unit Ventilator tell the story of this extraordinary new unit. As an example, added decorations might catch on children's hands or clothing — so there are none on the new Trane Unit Ventilator. This shows thoughtful planning and careful engineering — typical of every part of this new model.

Inside, a belt drive eliminates the usual servicing problem — the motor is standard. There are new developments in the famed Trane directional Free-Flo Grille.

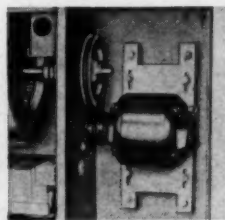
Other features of the new Trane Unit Ventilator . . . fan housings that remove readily for cleaning . . . larger, non-freezing coils that heat uniformly, end-to-end . . . fresh air damper that will not freeze up . . . optional anodized aluminum wall inlet box and grille that can't corrode and stain buildings . . . positive block-off to prevent outside air from blowing into the room . . . large, slow-speed fans for quiet, dependable operation. The new Trane Unit Ventilator is available in four sizes, finished in dark brown, green, or tan baked enamel. Models with square or rounded corners. Write The Trane Company, La Crosse, Wisconsin for information and the location of the nearest of the 85 Trane Sales Offices.

NEW CABINET STYLING

A foremost industrial designer planned this attractive new cabinet to fit unobtrusively into modern classrooms — not to dominate them. The sturdy steel panels are designed so that one man can remove or replace them.

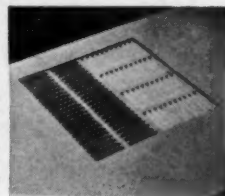
NEW BELT DRIVE

A variable pulley in the new belt drive allows speed flexibility, but banishes the motor problem — the standard motor can be replaced anywhere. Another service problem, the shaft coupling, is gone forever from these Trane units.



NEW DIRECTIONAL GRILLE

This new version of the Trane directional Free-Flo Grille now does an even better job of providing draftless circulation. It has strength to resist even willful damage, and is designed so that pencils can't drop through it.



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These modern successors to the cast iron radiator induce natural circulation of gently warmed air.



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for such personnel is arising rapidly, according to Dr. M. H. Trytten, director, Office of Scientific Personnel. The four research councils (American Council of Learned Societies, American Council on Education, National Research Council and Social Science Research Council) have undertaken to set up a program of study to attempt to evaluate the extent of the needs in the various activities requiring extended training and higher competence. The study will probably be carried on under the guidance of a national commission to be set up by the four councils.

SALARIES

Education in D. C. Looks Up

WASHINGTON, D. C.—On July 9, the President signed the bill establishing a new scale for the salaries of teachers and other professional school employees of the District of Columbia.

The new single salary scale establishes two classes and fixes the salary range in each. Class A includes all teachers in elementary, secondary and vocational schools and instructors in the teachers' colleges who hold a bachelor's degree or less. The beginning salary for this group is \$2500 a year, the maximum, \$4000. Class B includes all who hold a master's degree from an accredited higher educational institution; for them the salary range is from \$3000 to \$4500. The annual increment is \$100 a year but each five years the eligibility of each person for further increments is determined by evidence of successful teaching or outstanding service and increased professional attainments.

Administrative officers begin at higher minimums but, except for the half dozen top administrators, they will receive only 10 annual increments of \$100 each instead of the 15 received by teachers.

President Truman has requested the Congress to authorize a comparable increase in the salaries of Howard University faculty.

The Congress passed legislation authorizing the board of public welfare to continue operation of nurseries and nursery schools for the day care of school-age and under-school-age children in the District.

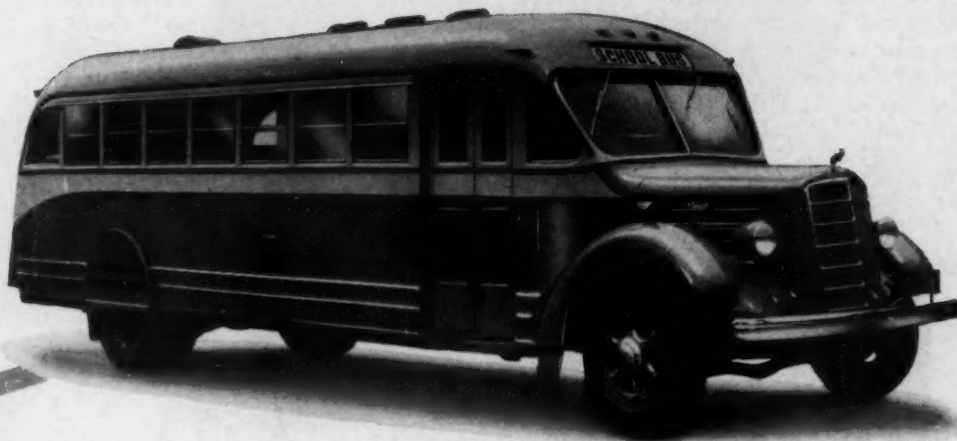
The bill approving a federal loan of \$3,000,000 for the construction of school buildings in the District was also passed. An appropriation for 20 new school buildings, at an estimated cost of \$4,720,000, was also made.

Higher Salaries, Construction

BAKERSFIELD, CALIF.—Two major events in the Kern County Union High School District this year have been the passage of a \$6,000,000 bond issue by a

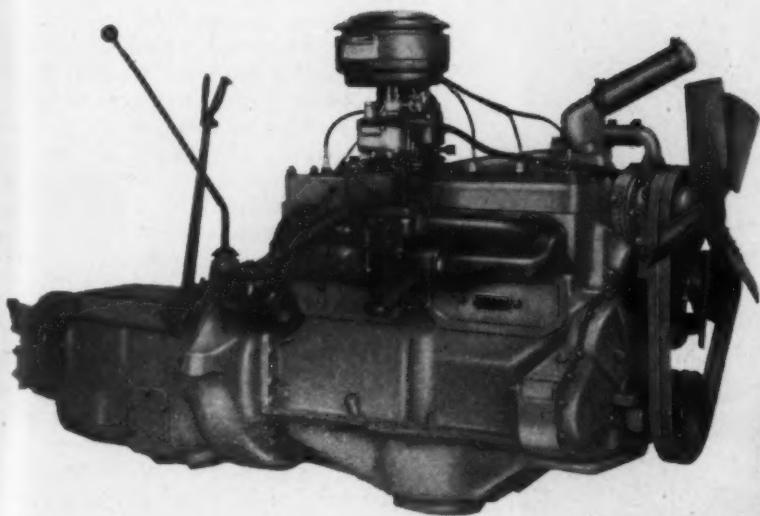
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To be certain of safety in school bus operation, let Mack show you how its exclusive combination of safety features helps protect transportation of "America's Most Precious Cargoes".



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NEWS

vote of 6½ to 1 and the adoption of a new five class teacher salary schedule ranging from a \$2900 minimum to a \$5300 maximum, the latter dependent upon advanced graduate degrees and at least fifteen years' service in the district.

The bond election was called in order to provide funds for a ten year building program which is to include three new high schools and the expansion of existing facilities.

Class 1 of the new salary schedule

ranges from \$2900 to \$4800 in fifteen years, with an A.B. or equivalent and special credential; class 2 ranges from \$3000 to \$4900 and calls for an A.B. or equivalent plus 30 units or general secondary; class 3 is from \$3100 to \$5000, with an M.A. or A.B. or equivalent plus 45 units of collegiate work; class 4, from \$3200 to \$5100 with an M.A. and 60 units of collegiate work above the A.B., and class 5, from \$3400 to \$5300, with a doctorate.

The schedule also provides credit for teaching experience in other school systems on a graduated scale at the rate of one year, no credit; two years, \$100; three years, \$200; four years, \$400, and five years or more, \$600.

New Salary Schedule

PARMA, OHIO—The board of education at Parma, Ohio, has approved a new preparation and single salary schedule as follows:

1. All previous cost-of-living adjustments have been incorporated in the new basic salary schedule.

2. The new minimums have been set at \$2000 for the A.B. degree and \$2200 for the A.M.

3. The new maximums are \$3600 for the A.B. degree and \$4000 for the A.M.

4. Annual increments will be:

A.B. degree (4 increments of \$100), (8 increments of \$150); maximum reached in twelve years.

M.A. degree (4 increments of \$100), (9 increments of \$150); maximum reached in thirteen and a half years.

For 1946-47 increments of \$300 will be added to the contract salary of the administrative, supervisory and teaching staff at the effective date of the new salary scale.

A study of salary adjustments for all other employees of the Parma district is being made.

TEACHER TRAINING

Fewer Education Courses

BATON ROUGE, LA.—The state board of education has modified its certification regulations for school administrators. Only six hours of graduate work in education is now required toward a master's degree, instead of the former twelve hours. The theory is that the license requirements forced teachers to concentrate on graduate work in education rather than on their subject matter fields and created a condition harmful to teaching development.

Post-Vacation Week

CINCINNATI.—The board of education has approved a plan to conduct a four day series of work conferences for teachers, with professional credit, from September 2 to 5. There will be approximately 100 new elementary school teachers next year for whom a special orientation program will be conducted by the supervisory staff.

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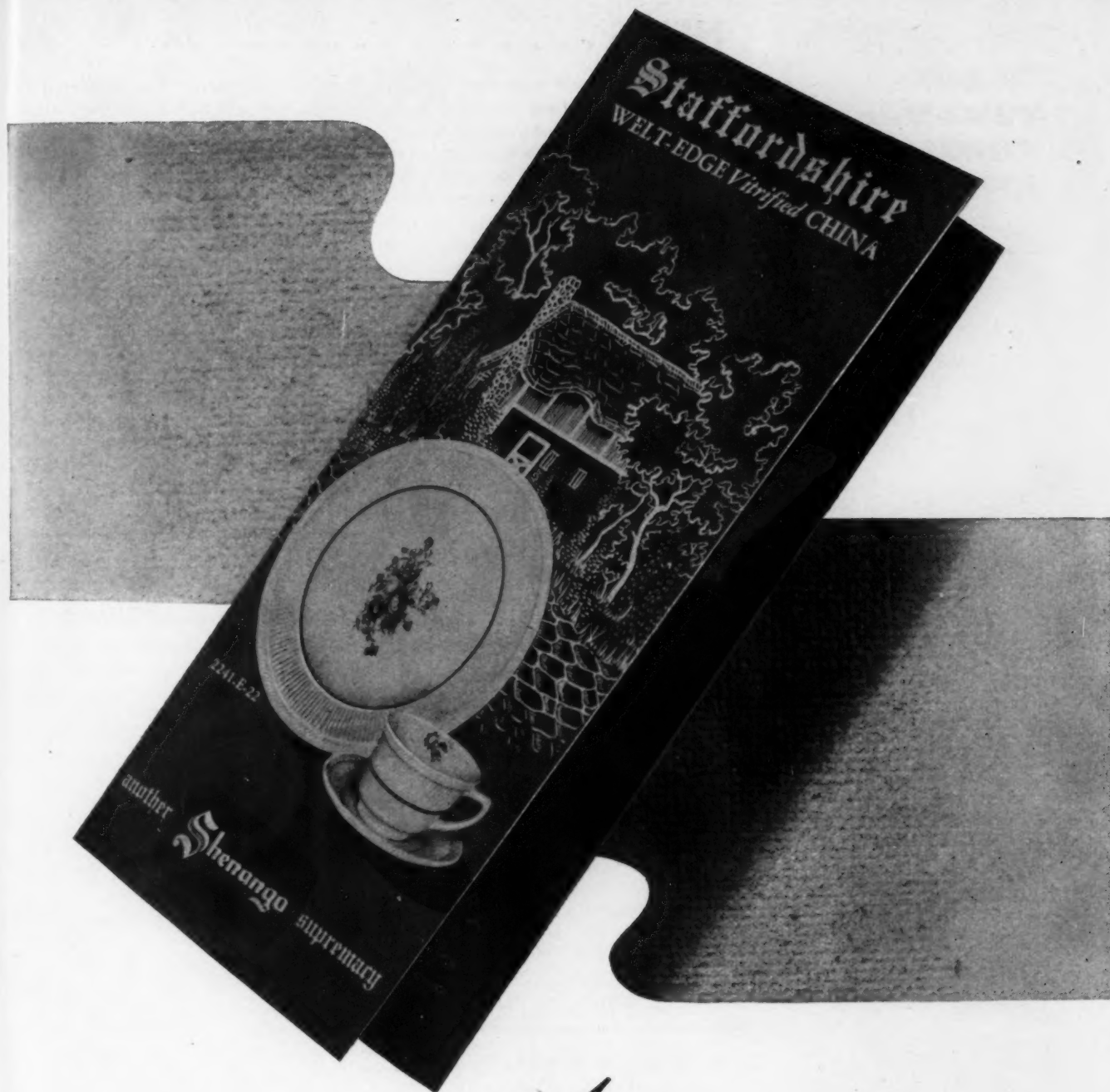
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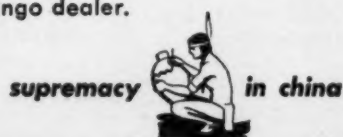
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NEWS

planned to be given with the aid of a few outside specialists, covering such fields as audio-visual aids, current affairs, safety education, home and family living and so on. A separate program for elementary school principals and assistants will devote one half of each day to elementary school administration and supervision and the other four half days to the study of four major areas of the elementary curriculum.

"Class of Skies" in Session

EAST LANSING, MICH.—Twenty-three superintendents and principals in Michigan State College's "class of the skies" are enjoying a month long, 2500 mile air tour of major industrial centers. One of the first such air borne classes to give college credit, the course is directed by Prof. Carl M. Horn. It is designed to give schoolmen a chance to study and interpret the nation's industrial activity in the postwar era.

Summer Study in Colombia

MIAMI, FLA.—Eight Dade County teachers recently flew from Miami to Bogota, Colombia, to attend the summer session of the National University and take graduate work in the social sciences. The group was organized by Mrs. Roberta Leonardi, president of the Dade County Classroom Teachers Association, and Mrs. Mary A. Coover, both of whom are social science instructors at Ponce de Leon High School, Miami.

FINANCE

New Funds for Houston Schools

HOUSTON, TEX.—A bond issue of \$25,000,000 for school buildings, new sites and equipment has been approved which, added to the \$7,500,000 issue previously approved, provides \$32,500,000 in funds to be expended for (1) rehabilitation of present plants, (2) acquisition of new sites and additions to present sites, (3) new construction and (4) equipment.

Work will start this summer on three elementary projects and two junior high school buildings to be financed from the \$7,500,000 bond issue. Other projects will be authorized this fall. It is expected that the building program will be carried out over a period of five years. Bonds will be issued as needed in \$5,000,000 allotments.

Woods Schools Head Plans Gift

LANGHORNE, PA.—Mrs. Mollie Woods Hare, founder and head of the Woods

Schools at Langhorne, Pa., is making an outright gift of the \$2,500,000 school property to a nonprofit charitable corporation. The Woods Schools' property consists of 42 buildings and approximately 310 acres at Langhorne. It is an institution for the teaching of the exceptional child who does not fit into the usual educational program. It has an enrollment of 350 pupils of all age groups and a personnel of 360.

Scholarships will be provided for deserving children who, with a few years of special training, can make normal adjustments and become more useful citizens than they would be otherwise. Under the new setup, the Woods Schools corporation will be administered by a self-perpetuating board of trustees.

AUDIO-VISUAL AIDS

Audio-Visual Awards Offered

NEWARK, N. J.—Schools excelling in the use of audio-visual materials and methods will receive special merit awards. This project, announced by Dr. John E. Dugan, president of N.E.A.'s Department of Secondary Teachers, is being administered by Dr. William Lewin of Weequahic High School of this city. Participation forms can be obtained by writing Dr. Lewin. The Allied Non-Theatrical Film Association, the Film Council of America and the National Association of Visual Education Dealers have endorsed the project.

Dr. Lewin is also supervising National Audio-Visual Education Week during the last week of October and the awards and the week's observance will be coordinated.

Few Top Films Honors Won

BRUSSELS, BELGIUM.—An American scientific film, "Kodachrome Cinematography of Bronchial Tumors" by Paul M. Hollinger and Ralph G. Rigby, won the prize for the best scientific motion picture at the World Festival of Films and Fine Arts.

Only one other American film won honors, Samuel Goldwyn's "The Best Years of Our Lives." It received two awards, one for its script, written by Robert Sherwood, and one for the best female performance, by Myrna Loy.

Jean Painlevé of France won the award for the best educational film with "Assassin d'eau Douce" (Freshwater Murderers). A French film, "Le Silence Est d'Or" (Silence Is Golden), won the first prize among entertainment films.

American nontheatrical films entered in the competition were listed in the July issue, page 74.

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A very fast Intermittent means that a larger portion of the projection cycle is spent in viewing the picture. The entire Ampro optical system is engineered for maximum brilliance, clarity and sharpness.

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Easy to set up, simpler, quicker to thread; easier to operate, because motor and lamp switches and controls are mounted on one illuminated panel; speed control and reversing switches readily accessible on centralized control plate; easier to service—parts are more conveniently accessible for cleaning and adjustment . . . all replacement items are readily accessible.

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MISCELLANEOUS

Plan for C.O.'s Earnings

WASHINGTON, D. C.—If the bill, S. 1502, reported out of the committee on the armed services on July 3 is passed, the earnings of the conscientious objectors during the war will be turned over to the International Children's Emergency Fund of U.N. The amount thus made available would be approximately \$1,230,000.

Teacher Placement Pamphlets

WASHINGTON, D. C.—The Office of Education has released two pamphlets which will be helpful to teachers in procuring positions and to schools in finding prospective teachers. "Teacher Placement, Registration and Related Services" (Circular No. 209) and "Suggestions for Securing Teaching Positions" (Circular No. 224) are available on request to the U. S. Office of Education, Washington 25, D. C.

Two significant tables are included in Circular No. 224. One lists the percentage distribution of 10,960 graduates of 1945-46 placed in full-time teaching positions by Dec. 31, 1946. Nine out of

10 of the graduates trained in elementary education were placed and eight out of 10 of those with majors in secondary education and special fields.

The table giving the average teacher salary in each state shows a distribution in 1944-45 from a low of \$822 per year in Mississippi to a high of \$2783 in New York State.

1949 Yearbook on School Buildings

WASHINGTON, D. C.—The executive committee of the American Association of School Administrators has announced that the 1949 Yearbook will deal with school buildings. The basic purpose of the book will be to appraise the general field of improving the modern school program through building design, equipment and provision for newly developed types of visual aids. The chairman is Supt. Warren T. White of Dallas, Tex.

New Phi Delta Kappa Chapters

CHICAGO, ILL.—Chapters of Phi Delta Kappa, national professional fraternity for men in education, will be installed in the graduate schools of education of Washington University, St. Louis; Indiana State Teachers College, Terre Haute, and the Iowa State College, Ames.

Recreation Facilities Grow

WASHINGTON, D. C.—Recreational facilities, expenditures, leadership and attendance reached a new high record during 1946, according to the recently released Yearbook of the National Recreation Association. A total of 1743 communities reported that their recreation facilities were under trained leaders. The number of play centers increased from 17,320 in 1944 to 26,185 in 1946. Children's playgrounds increased by 1537; 7121 outdoor areas, including school playgrounds, were lighted for night use.

"Isms" in Action Available

WASHINGTON, D. C.—The House on July 8 approved the printing of "Fascism in Action," a documented study of Fascism in operation in Germany and Italy. It was prepared by the Legislative Reference Service of the Library of Congress and will be available through the Government Printing Office, Washington 25, D. C.

Some 700,000 copies of a similar booklet of 140 pages describing "Communism in Action in the Soviet Union" have been sold according to a report made to the House during the debate on the publication of "Fascism in Action."

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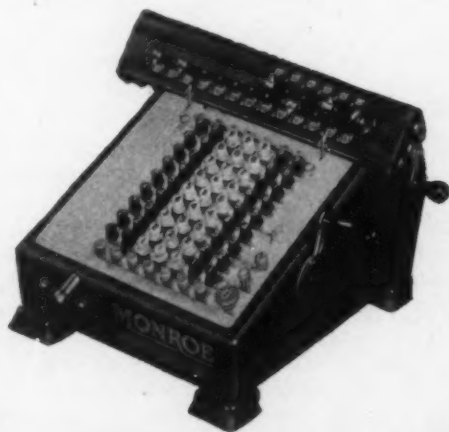
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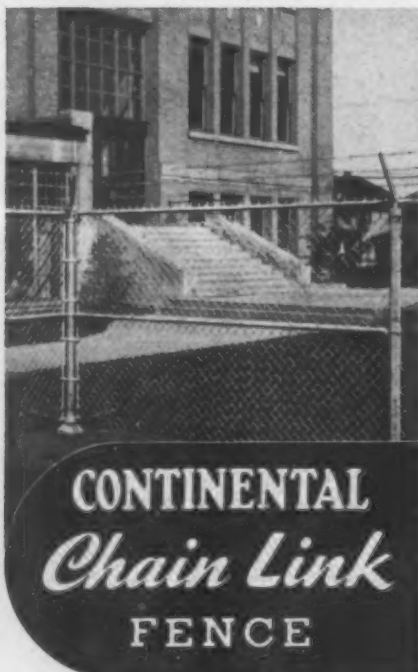
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CONTINENTAL
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Names in the News

(Continued From Page 55.)

Frederick L. Lobdell, principal of Chatham High School, Chatham, N. Y., has resigned. **Mary E. Dardess**, a teacher, will succeed him.

Maurice Bagby, principal of Ironton High School, Ironton, Ohio, has resigned to accept a position as teacher and assistant principal of the school of the Adult Education Foundation, Inc., Cleveland.

J. A. Harper, pioneer educator in Alabama, who started his career as a teacher fifty-one years ago earning \$20 a month, is retiring. His last position was that of principal of Jones Valley High School in Alabama.

Frederick F. Duey, vice principal of the Santa Rosa High School, Santa Rosa, Calif., has been named principal.

William A. Tierney, principal of Millbury Street School, Worcester, Mass., has retired after forty-nine years in public school work during forty-three of which he served as principal. One of his former pupils, **Thomas F. Power**, is the present superintendent of schools.

Jack D. Roberts, army veteran and research assistant with the Metropolitan School Study Council, has been appointed principal of Daniel Webster School at New Rochelle, N. Y., to succeed **Harold V. Baker**.

Howard C. Reiche, principal of Emerson School District, Portland, Me., has been named principal of Portland High School, succeeding **Arthur W. Lowe** who has retired.

J. A. Russell, vice principal of Orland High School, Orland, Calif., has been appointed principal, succeeding **H. O. Williams** who resigned to accept a position as administrative officer of Butte County.

Leon H. Coon, principal of Grant Junior High School at Syracuse, N. Y., has been made principal of Central High School in that city, succeeding **Hal R. Eaton**, retired.

Roy L. Butterfield, principal of Benjamin Franklin High School at Rochester, N. Y., since 1930, has retired.

Thomas D. Bailey, supervising principal at Tampa, Fla., has resigned, effective August 1, to become secretary of public relations of the Florida Education Association with headquarters at Tallahassee.

Paul Pinckney, director of secondary education at Portland, Ore., will take over the principalship of Oakland High School, Oakland, Calif., in the fall, succeeding **L. P. Farris** who has retired.

James J. Collins, supervising principal of schools at Rye, N. Y., for ten years, has been appointed principal of Rye Elementary School. Mr. Collins was

with the armed forces for almost three years, ending his career as a lieutenant in the intelligence division of Military Government. He was executive officer of Military Government at Truk and the Central Carolyn Islands at the time of his return to this country.

Charles Dalnodar who served in the war and was formerly a teacher will succeed **Herbert McDavit** as principal of North Caldwell School, Newark, N. J. Mr. McDavit has been made principal of Clinton School at Maplewood, N. J.

Otto C. Ariens, principal of Paris High School, Paris, Ill., has resigned and is being succeeded by **Charles L. Smith** of Marion, Iowa.

S. Elizabeth Kirk, principal of Garrettsford School, Upper Darby, Pa., for thirty-four years has retired. Her successor is **Mary Johnston** of the Garrettsford faculty.

Milton O. Dustin, principal at Saco, Me., has been elected principal of Glover School at Salem, Mass., succeeding Mrs. **Elizabeth O'Brien Glass** who has retired.

H. H. Gnuse, principal of South Side High School at Memphis, Tenn., for twenty-four years is retiring, having reached the retirement age of 70. Mr. Gnuse has been with the Memphis schools for forty years.

Marshall Hearin, principal of the Hodgenville High and Graded School at Hodgenville, Ky., has resigned to take a similar position at Leitchfield, Ky.

DEATHS

Charles Y. Berry, principal of the Hunt School, Weymouth Landing, Mass., for thirty-seven years, died of a heart attack recently.

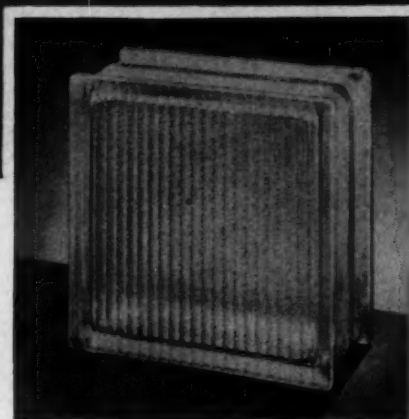
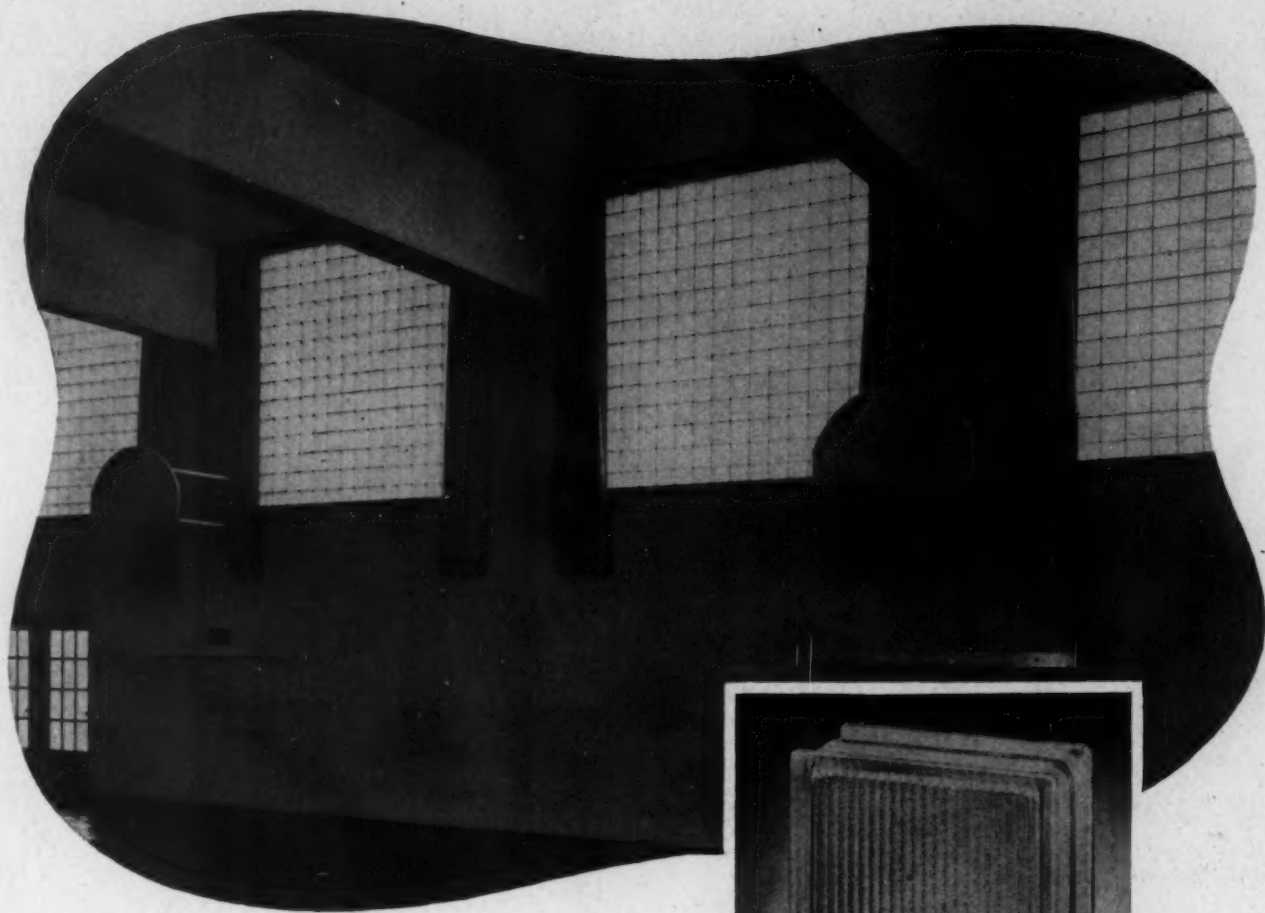
Herbert W. Puckett, high school principal at Magnolia, Ky., for eighteen years prior to his retirement a few months ago, died recently at the age of 70.

Eston V. Tubbs, principal of the Morgan Park High School in Chicago for twelve years, died recently.

A. M. Hollister, former superintendent of the fourth supervisory district of Saratoga County, New York, died recently at his home at Corinth, N. Y. Dr. Hollister had been in public school work for fifty-six years. He served on the committee which organized the Saratoga County Teachers Pension Association which was later incorporated with the New York State Teachers Retirement System and was the first teachers' pension system organized and put into force in New York State.

James E. Downey, headmaster emeritus of Boston High School of Commerce, Boston, since 1910, died recently at the age of 71. He had retired in 1945.

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Superintendent's Bookshelf

- PUBLIC SCHOOL ADMINISTRATION.** By Jesse B. Sears. The Ronald Press, New York City. 1947.
- THE MODERN JUNIOR HIGH SCHOOL.** By William T. Gruhn and Harl R. Douglass. The Ronald Press, New York City. 1947. \$4.50.
- EDUCATION FOR LADIES, 1830-1860.** By Eleanor Wolf Thompson. King's Crown Press, Morningside Heights, New York City. 1947. \$2.75.
- THREE THOUSAND YEARS OF EDUCATIONAL WISDOM.** Edited by Robert Ulich. Harvard University Press, Cambridge 38, Mass. 1947. \$6.50.
- THE FAITH OF OUR FATHERS: A Handbook on the Constitution of the United States.** By A. J. Cloud. D. C. Heath and Co., Boston. 1947. \$1.75.
- PHILOSOPHY OF EDUCATION.** By Rupert C. Lodge. Harper and Brothers, New York and London. 1947.
- THE SCHOOL IN THE AMERICAN SOCIAL ORDER: The Dynamics of American Education.** By Newton Edwards and Herman G. Richey. Houghton Mifflin Co., 2 Park St., Boston. 1947. \$5.
- PROCEEDINGS OF THE NATIONAL CONFERENCE OF SOCIAL WORK, 1946.** Published for the National Conference of Social Work by Columbia University Press, New York City. 1947. \$5.
- AMERICA'S STAKE IN WORLD TRADE.** By Gloria Waldron and Norman S. Buchanan. Public Affairs Pamphlet No. 130. 1947.
- HUMAN RELATIONS: A Challenge to Our Public Schools.** Edited by Frank E.

Karelsen Jr. International Press, New York City. 1947. Pamphlet.

SUBJECT INDEX TO BOOKS FOR PRIMARY GRADES. Compiled by Eloise Rue. American Library Association, Chicago. 1943. \$2.50. First supplement published 1946 as a pamphlet. \$1.25.

A FREE AND RESPONSIBLE PRESS. By the Commission on Freedom of the Press. University of Chicago Press, Chicago 37. 1947. \$2.

THE PSYCHOLOGY OF EVERYDAY LIVING. By Ernest Dichter. Barnes & Noble, Inc., Fifth Ave. at 18th Street, New York 3, N. Y. 1947. \$2.50.

EQUALIZING EDUCATIONAL OPPORTUNITIES BEYOND THE SECONDARY SCHOOL. By Ordway Tead. Inglis Lecture, 1947. Harvard University Press, Cambridge 38, Mass. 1947.

ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES. By Clifford E. Erickson and Glenn E. Smith. McGraw-Hill Book Co., New York and London. 1947. \$3.

AN INTRODUCTION TO AMERICAN EDUCATION. By John T. Wahlquist. Ronald Press, New York City. 1947. \$3.25.

OUR RURAL COMMUNITIES: A Guidebook to Published Materials on Rural Problems. By Laverne Burchfield. Public Administration Service, Chicago. 1947. \$2.50.

THE STRUGGLE FOR THE WORLD. By James Burnham. The John Day Co., Inc., New York City. 1947. \$3.

ELEMENTARY EDUCATION IN FLORIDA. Southern States Work Conference on Education, June 1946. Bulletin 44, Bureau of Educational Research, College of Education, University of Florida, Gainesville. Pamphlet.

PRIZE WINNING ESSAYS: Armitage Competition in Oregon Pioneer History, 1945-46. Reed College Bulletin (April) 1947, 25:3, Portland, Ore.

MODERNITY AND LIBERTY. By Horace M. Kallen. University of Buffalo Studies, Vol. 18:2, Buffalo, N. Y. March 1947. Pamphlet. \$1.

A DECLARATION OF HUMAN RIGHTS. Statement drafted by a committee appointed by the National Catholic Welfare Conference, 1312 Massachusetts Avenue, N. W., Washington 5, D. C. 1947. Pamphlet.

YOUR REGION'S RESOURCES. Compiled by Mary Ann Tanksley. Regional Materials Service, George Peabody College for Teachers, Nashville, Tenn. 1947. Pamphlet. 25 cents.

SCHOOL PATTERNS FOR CITIZENSHIP TRAINING. By Theral T. Herrick. Bureau of Educational Reference and Research, School of Education, University of Michigan, Ann Arbor. 1947. Pamphlet.

MEN WHO CONTROL OUR UNIVERSITIES. By Hubert P. Beck. King's Crown Press, Morningside Heights, New York City. 1947. Pamphlet.

SURVEY REPORT: SCHOOL BUILDINGS AND SITES: GARY, INDIANA. Committee on Field Services, Department of Education, University of Chicago. March 1947. Pamphlet.

THE CAMBRIDGE SCHOOL SURVEY. Alfred D. Simpson, director. Cambridge, Mass. 1947. Pamphlet.

FROM COLONY TO WORLD POWER: A History of the United States. By William A. Hamm. D. C. Heath and Co., Boston. 1947. \$2.80. Activities Notebook by Mildred Peehl.



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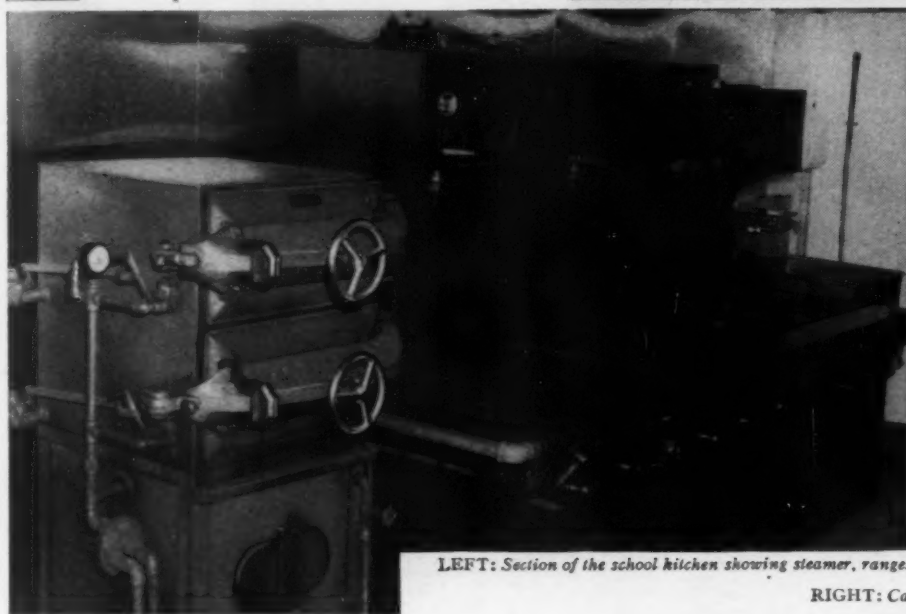
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LEFT: Section of the school kitchen showing steamer, ranges and broiler



RIGHT: Cafeteria serving tables ready for the mid-day rush

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Coming Events

- American Association for the Advancement of Science, Chicago, December 26-31.
- American Education Fellowship, Stevens Hotel, Chicago, November 27-29.
- American Education Week, November 9-15.
- American School Health Association, Atlantic City, N. J., September 21-25.
- Arizona Education Association, Phoenix, November 6-8.
- Arkansas Education Association, Little Rock, November 6, 7.
- Association of School Business Officials, Grand Rapids, Mich., October 6-9.
- California Teachers Association, Biltmore Hotel, Los Angeles, December 5, 6.
- Colorado Education Association, Denver, Pueblo, Grand Junction, Durango, October 23, 24.
- Connecticut State Teachers Association, Bridgeport, Hartford, New Haven, October 31.
- Georgia Education Association, Hotel Henry Grady, Atlanta, March 3-6, 1948.
- Idaho Education Association, Boise, April 23, 24, 1948.
- Indiana State Teachers Association, Hotel Lincoln, Indianapolis, October 23, 24.
- Iowa State Education Association, Des Moines, November 6-8.
- Kansas State Teachers Association, Topeka, Wichita, Salina, Independence, Hays, Dodge City, November 6, 7.
- Kentucky Education Association, Henry Clay Hotel, Louisville, April 14-16, 1948.
- Maine Teachers Association, Hotel DeWitt, Lewiston, October 30, 31.
- Maryland State Teachers Association, Lord Baltimore Hotel, Baltimore, October 31, November 1.
- Michigan Education Association, regional conferences: region 1, Detroit, October 23, 24; region 2, Flint, October 16, 17; region 3, East Lansing, October 16, 17; region 4, Grand Rapids, October 23, 24; region 5, Traverse City, October 2, 3; region 6, Detroit, October 9, 10; region 7, Marquette, October 2, 3; region 8, Kalamazoo, October 9, 10.
- Minnesota Education Association, division conventions: central, St. Cloud, October 16, 17; northeast, Hibbing, October 9, 10; northern, Bemidji, October 9, 10; southeast, Rochester, October 23, 24; southwest, Mankato, October 17; western, Moorhead, October 16, 17; Twin Cities, Minneapolis, October 23, 24.
- Missouri State Teachers Association, Hotels Statler and Jefferson, St. Louis, November 12-14.
- Montana Education Association, district conventions: Miles City, Missoula, Glasgow, Great Falls, Dillon, October 23-25.
- National Association for Nursery Education, biennial conference, San Francisco, August 27-29.
- National Council of County Superintendents, Indianapolis, September 22-24.
- National Council on Schoolhouse Construction, Columbus, Ohio, October 10-13.
- Nebraska State Education Association, district association meetings: Lincoln, Omaha, Norfolk, Kearney, Holdrege, Alliance, October 23, 24.
- New Hampshire State Teachers Association, Hotel Carpenter, Manchester, October 15-17.
- New Jersey Education Association, Hotel Traymore, Atlantic City, November 6-9.
- New Mexico Education Association, Hilton Hotel, Albuquerque, October 22-25.
- New York State Teachers Association, Hotel Seneca, Rochester, November 24, 25.
- North Dakota Education Association, G. P. Hotel, Bismarck, October 22-24.
- Ohio Education Association, Hotel Deshler-Wallick, Columbus, December 29-31.
- Oklahoma Education Association, Tulsa, February 13, 14, 1948.
- Oregon Education Association, Portland, April 1-3, 1948.
- Pennsylvania State Education Association, Hotel Penn Harris, Harrisburg, December 29-31.
- School Food Service Association, Baker Hotel, Dallas, Tex., November 13-15.
- South Carolina Education Association, Columbia, March 18-19, 1948.
- South Dakota Education Association, district conventions: Yankton, Deadwood, Pierre, Watertown, November 24-26.
- Texas State Teachers Association, Hotel Gunter, San Antonio, November 27-29.
- Utah Education Association, Hotel Utah, Salt Lake City, October 9-11.
- Virginia Education Association, Hotel John Marshall, Richmond, October 16, 17.
- Washington Education Association, regional institutes: Tacoma, October 2; Seattle, October 3; Vancouver, October 6; Kelso, October 7; Aberdeen, October 8; Bremerton, October 9; Bellingham, October 10; Wenatchee, October 13; Yakima, October 14; Benton-Franklin area, October 15; Walla Walla, October 16; Spokane, October 17.
- West Virginia State Education Association, Hotel Prichard, Huntington, November 6-8.
- Wisconsin Education Association, Hotel Schroeder, Milwaukee, November 6-8.

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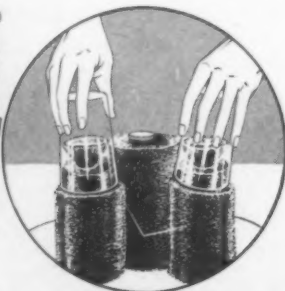
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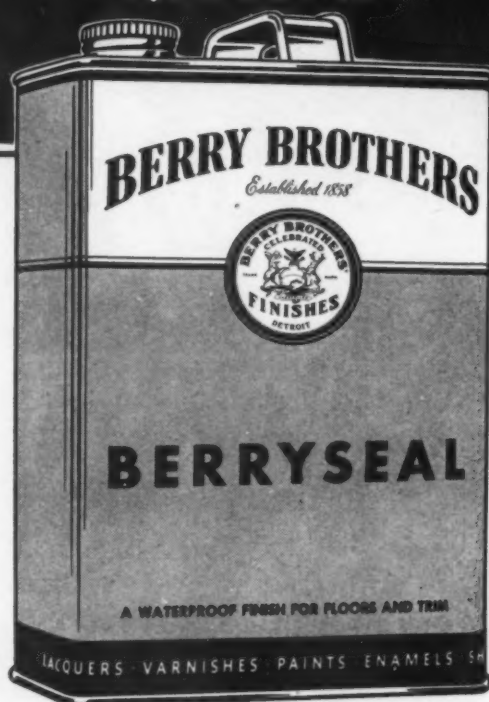
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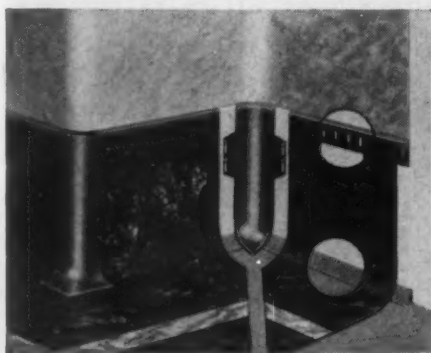
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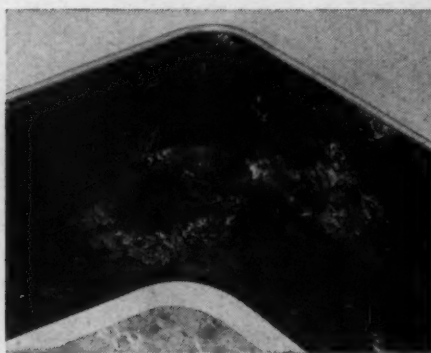
In schools, where maintenance is a problem, Armstrong's Cove Base helps speed floor cleaning. This rounded joining of floors and walls eliminates sharp, dirt-collecting corners and crevices . . . simplifies maintenance . . . achieves a neater, more decorative appearance throughout school interiors.

Armstrong's Flash Type and Armstrong's Asphalt

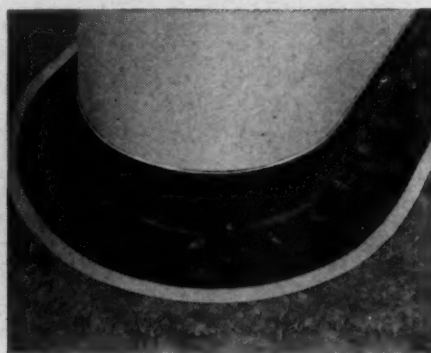
Top-Set Cove Base may be used with all types of resilient flooring. They can be easily fitted around curved walls and round columns and require less installation time for curves and corners than conventional baseboard treatments. Both Armstrong's Flash Type and Asphalt Top-Set Cove Base are shown and described below:



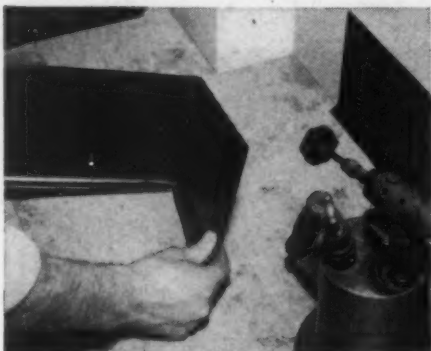
FLASH TYPE COVE BASE is the standard for linoleum installations. It is formed by coving the linoleum several inches up the wall over a wax fillet strip. The top edge of the linoleum is finished with a metal binding strip. Metal inside and outside corner pieces are generally used for square corners.



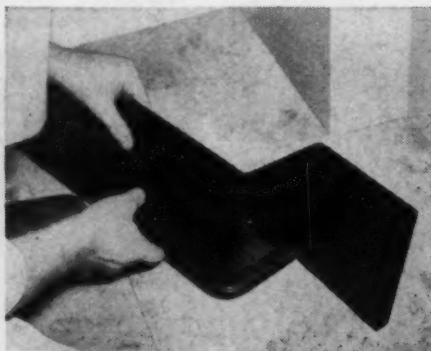
Inside corners, however, can also be formed without metal corner fittings, although it is usually desirable to have uniformity of fittings on installations involving inside and outside corners. These round corners can be smoothly fitted and finished with a metal binding strip as illustrated above.



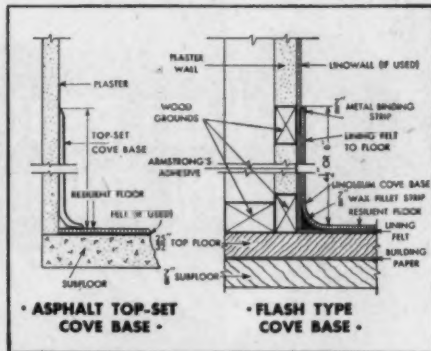
Smooth, continuous flash type coving can be accomplished around circular or special curved surfaces as illustrated here. It lends a modern, streamlined appearance to any interior. Although flash type cove base is generally used in a special border color, the floor color can also be used.



ARMSTRONG'S ASPHALT TOP-SET COVE BASE is a relatively new development usable with all types of resilient floors. Molded from the same ingredients used in asphalt tile, it has been given greater flexibility. Any top-set type of cove base has the advantage of reducing installation time by elimi-



nating the need for accurate fitting of the floor material along the walls. Asphalt cove base is unusually practical and versatile. It can easily be fitted around sharp inside and outside corners simply by heating the cove base on the job and employing a minimum of cutting. Round corners



and sweeping curved surfaces present no problem since once the asphalt cove base has been formed to fit a curve or irregularity it will continue to fit snugly and not spring out of shape. The above drawing shows installation details for both Armstrong's Flash Type and Asphalt Top-Set Cove Base.

FREE—New color illustrated booklet presents many ideas and suggestions on how Armstrong's Linoleum can be used to improve floor appearance and help reduce maintenance costs. For your copy of "Floor Designs for Better Business" write Armstrong Cork Company, Floor Division, 3708 State Street, Lancaster, Penna.

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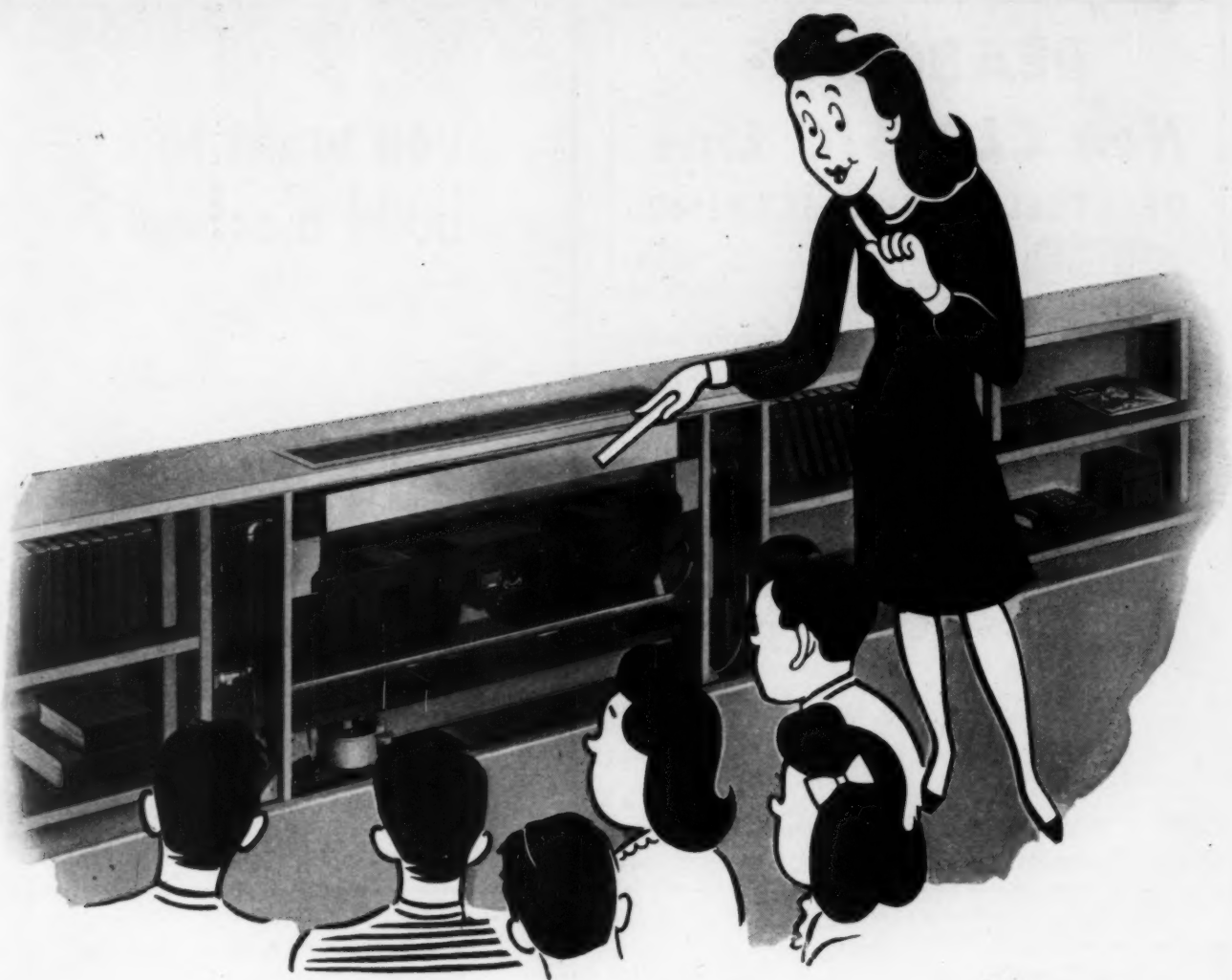
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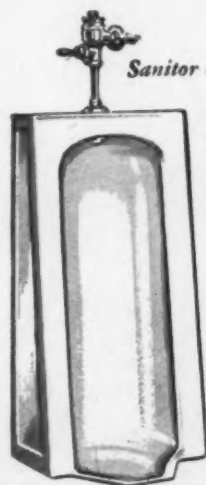
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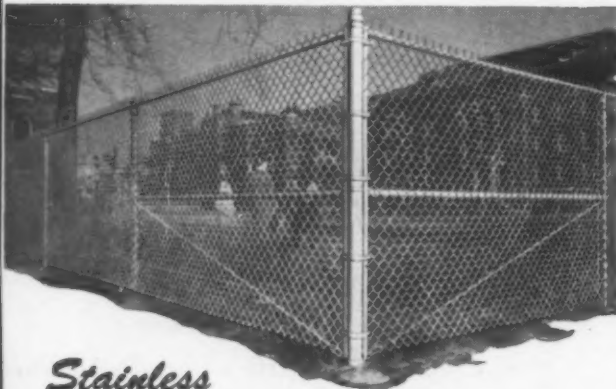
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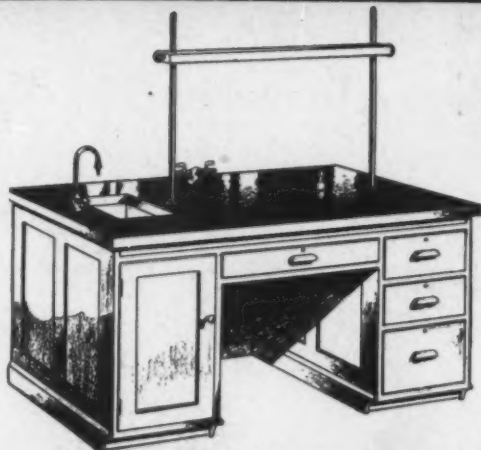
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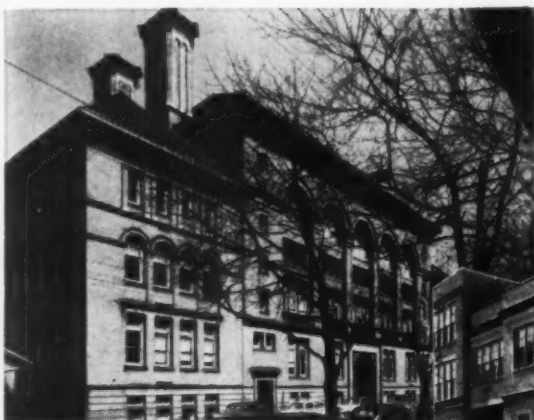
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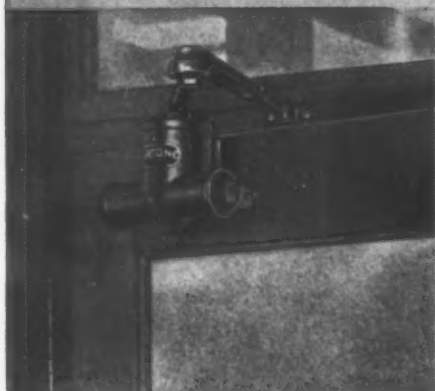


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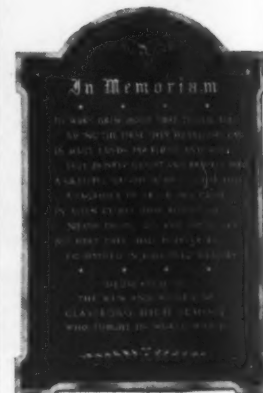


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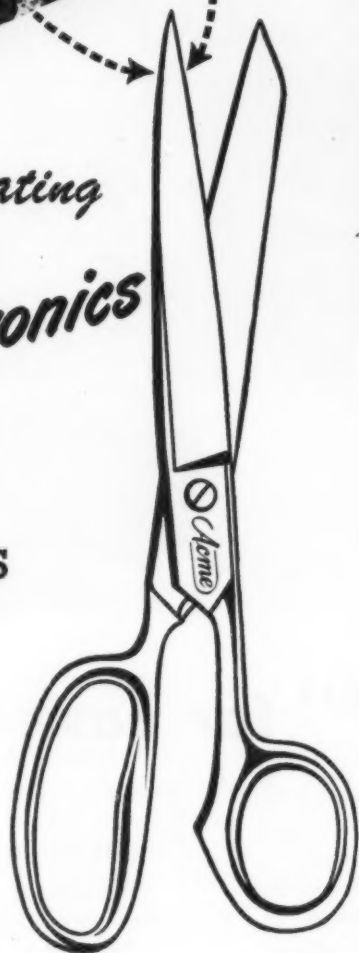
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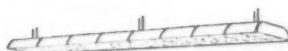
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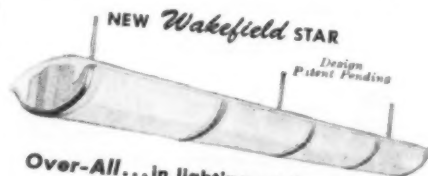
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What's New **FOR SCHOOLS**

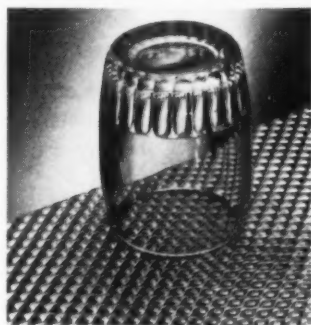
The easiest way to get more information about the new products described in this section is to use the postage paid card opposite page 104. Just circle the key number on the card which corresponds with the number in the headline of each item. The NATION'S SCHOOLS will send your request to the manufacturer.

Dish Drying Operation

NS 77

Aided by Uniformly Textured Metal Surface

The uniformly textured surface of Rigidized Metal has extended its use to the dishwashing or, rather, the dish drying operation. Because of its small pattern which runs evenly in all directions, inverted glasses do not topple over and break; yet there is ample ventilation and the glasses do not "fog." Since Rigidized Metal is available in stainless steel, aluminum and other metals, it is said to offer an ideal material for drain surfaces of all kinds. Consequently, it is expected to be as widely accepted by schools and colleges as it has been by manufacturers of restaurant and similar equipment.—Rigid-TeX Corporation, 658 Ohio Street, Buffalo 3, N. Y.



Food Service Installations

NS 78

Discussed in Illustrated Booklet

Schools planning installation of food service facilities will be interested in a new booklet on kitchen planning, "Rutley Recommends." The booklet outlines the company's services available, discussing a typical installation from beginning to end. Each phase of the job is described and a layout and several photographs are shown.

Pictures and text illustrate sanitation technics with both standard and specially fabricated equipment. A list of institutions that have employed the services of the company's engineers in developing food service facilities is included.—H. F. Rutley Company, 23 Lafayette Street, Brooklyn, N. Y.

For Hot Water at Remote Points

NS 79

Steam Pipe Can Be Tapped

To provide hot water at remote points for showers and wash basins, it is no longer necessary to pipe hot water long distances or to install separate water heaters and temperature regulators, according to the Sarco Company. Instead, the company recommends tapping in on a steam pipe with the new Sarco steam and water mixer which, being streamlined to a bare 26 inch length with a maximum 5 inch width, can be housed easily in the smallest washroom. The built-in Sarco liquid filled thermostat provides automatic tempera-

ture control, as set by key, and hot water capacities are said to be surprisingly large. For example, with a steam pressure of 75 p.s.i., 200 gallons an hour could be raised in temperature from 50° to 120° F. The entire construction is brass with renewable valve heads and seats of stainless steel and there is a union connection on steam and water inlets. The maximum steam pressure is 125 p.s.i.g. and the steam pressure must be 20 per cent higher than the water pressure.—Sarco Company, 475 Fifth Avenue, New York 17, N. Y.

Steel Grandstands

NS 80

Described in New Catalog

The complete Wayne line of portable and permanent steel grandstands is described in a new 28 page catalog available from the manufacturer. All types of grandstands—indoor and outdoor, temporary and permanent—are presented in pictures, drawings and text. Information on the selection of the proper stand for any application is included as is a list of Wayne grandstand installations, arranged geographically for ease in selecting one near by for inspection. Each type of stand is pictured, accompanied by details of construction and erection and complete description and technical information on sizes, dimensions and design.—Wayne Iron Works, Wayne, Pa.

Automatic Insecticide Sprayer

NS 81

Said to Be Effective Up to 500,000 Cubic Feet

Maximum penetration and coverage at a minimum of time and cost are the advantages offered in the new Vapomat, announced by the West Disinfecting Company as a completely automatic, electric insecticide sprayer. Just one filling with Vaposector Fluid, a highly concentrated, permeating insecticide especially formulated for use in electric sprayers and atomizers, is said to effect a "positive kill" of flying insects in areas of 500,000 cubic feet, a factor of importance to schools.

Operating on A.C. or D.C., the West Vapomat is housed in a silver colored hammered aluminum case and weighs approximately 8 pounds. Its automatic shut-off prevents burn-outs, according to the manufacturer; its new dial con-



trol regulates volume of dispersal, and its lengthy electric cord is of neoprene, which means it is oil resistant. Additional information or a free demonstration is available on request.—**West Disinfecting Company, 42-16 West Street, Long Island City 1, N. Y.**

Plastic Toilet Seats

NS 82

Offer Cleanliness, Durability in Washrooms

Cleanliness and durability, considerations that are essential in school and other public washrooms, are offered in a new line of plastic toilet seats announced by the Yorke Seating Company. With tarnishproof, rustproof, nickel-chrome plated, cast brass hinges, the new seats are designed for easy cleaning and attractive appearance and are guaranteed unbreakable, fadeproof and nonstaining. A 300 pound man can jump on the seat without harming it, says the manufacturer. Since the seat and cover are each molded from a solid piece of plastic, germ breeding cracks and scratches are eliminated as are splitting and warping.

Yorke Seats are furnished in pure white and in black "Marbletone" mottled with white and will fit all conventional bowls. They are light in weight and can be washed easily with soap and water, according to the manufacturer.—**Yorke Seating Company, 390 Nye Avenue, Irvington 11, N. J.**



Booklet on Glass Blocks

NS 83

Revised to Meet Needs of Modular Coordination

The Pittsburgh Corning Corporation announces the revision of the booklet on the installation of glass blocks in schools and other public buildings in accordance with the requirements of modular coordination. The revised edition contains seven pages of details illustrating basic principles for installing glass blocks in combination with other modular products and is available immediately.—**Pittsburgh Corning Corporation, 632 Duquesne Way, Pittsburgh 22, Pa.**

All-Monel Ovens

NS 84

Are Announced by Manufacturer

To satisfy a strong demand for attractive, long lived, commercial and institutional cooking and baking equipment, the G. S. Blodgett Company announces that it will employ No. 35 Monel metal in all 22 models of its internationally known 900 Series of sectional gas-fired baking, roasting and general food cookery ovens. The entire exterior body, including legs, angles and draft hood, will be of this metal as will all interior surfaces and parts subject to corrosion. Monel is said to be rustproof and impervious to ordinary acids.—**G. S. Blodgett Company, 53-59 Maple Street, Burlington, Vt.**

Permanent Marking Ink

NS 85

For Glass, Porcelain, Other Lab Materials

A new ink that permanently marks glass, porcelain, rubber, photographic films and other laboratory materials and that does not require heat for fixation is now being produced by the General Laboratories Company. Known as Labink, a patented trade name, it is available in red, black, white and blue. The red, black and white can be used directly on the surface to be marked, but the blue is to be used directly only when permanence is not desired or when the surface is to be protected from abrasion. The blue becomes permanent, however, if a thin undercoat of white is applied. The blue is recommended for porcelain refractories and other ceramic materials because, when fired, it becomes a permanent black and can be seen even at red heat temperatures.

In case of error, Labink can be wiped off with water before it dries. It is said to be resistant to acids, alkalis, usual laboratory solvents and high temperatures.—**General Laboratories Company, 249 Windsor Street, Cambridge 39, Mass.**

Abrasive Selector

NS 86

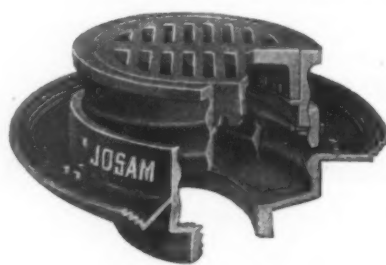
Simplifies Sanding, Finishing Operations

A comprehensive slide rule type of abrasive selector, announced by Sterling Tool Products Company, is expected to simplify sanding and finishing procedures. The result of more than three years' research, the abrasive selector indicates (1) the kind of abrasive for the job, (2) abrasive grit sizes for various finishing operations on many types of material, (3) the type of coating (open, closed, waterproof), (4) the lubricant to be used, if any, and (5) the proper pad to be used on the sander. Marginal notes provide information of value in specific applications. The new selector, plastic coated for durability and designed in three colors for quick accurate reading, indicates the proper abrasive combinations for 120 specific sanding and finishing problems.—**Sterling Tool Products Company, 363 East Ohio Street, Chicago 11, Ill.**

Floor Drain

NS 87

Adjustable to Various Floor Levels



Whether the drain has been set too high or too low, the problem can be overcome by means of a new floor drain announced by the Josam Manufacturing Company. Where, for some reason, a floor

level is changed after the drain is installed, the Levelze Floor Drain will meet the new level by means of an adjustable top that permits elevation or depression of the drain.

Formerly, if a drain had to be reset in a concrete floor, it was necessary to tear out the floor construction, disconnect the drain, remove the nipple, install a new nipple, reconnect the drain at the proper level and patch the area. Now, it

is necessary only to chip out the finish, loosen the adjustable top, adjust it to the proper elevation and patch the finish. The drain body and arch are not disturbed, time and labor are saved and costs are reduced. Application for terrazzo, tile, linoleum, composition, wood block, brick or other finish is said to be similarly advantageous.

The Josam Levelze Drain can be furnished in combination with the Josam Levelze deep seal "P" trap with rolled thread, adjustable cleanout and flush floor cleanout and with or without a backwater valve. The adjustable cleanout top permits the drain top and cleanout plug to be set at different levels. The adjustable top, completely detachable from the drain body, is held in any position by a set screw until the floor construction sets, a feature that expedites repairs to floors, installation of brass top or floor covering or conversion of the floor to another use without disturbing the drain body or drainage lines or cutting the arch.—**Josam Manufacturing Company, 356 Ferguson Building, Cleveland 14, Ohio.**

Compact Mobile Canteen

NS 88

Serves From 40 to 100 People

Complete meals or snack type of lunches for from 40 to 100 people can be dispensed from the compact new Mealpack Mobile Canteen known as Model 40. Forty complete, full course hot meals, including entree, warm bread, dessert, hot or cold beverage and soup, or a combination of 40 hot meals and 60 light lunches can be delivered and served where and when wanted. Each meal remains sealed and protected from kitchen to consumer.

Easy handling indoors or out is provided through durable lightweight aluminum alloy construction with cushion smooth, rubber tired casters and anti-friction bearings. Twenty-two inches wide and 42 inches long, Model 40 is small enough to be pushed easily by hand. Its streamlined design and compact dimensioning permit use in narrow aisles, hallways and elevators. All parts are readily accessible for cleaning and maintenance.—**Mealpack Corporation of America, 152 West Forty-Second Street, New York, N. Y.**

Inflates Tires, Puts Out Fires

NS 89

New Device Charged With Carbon Dioxide Gas

Because of its "inflation-conflagration" rôle, the Beacon Tireflater is expected to give a commendable performance on the school bus. To fulfill its two primary purposes of inflating tires and extinguishing fires, the Tireflater unit package consists of a strong steel bottle filled with compressed carbon dioxide and equipped with a control valve for releasing pressure as desired. A connecting hose is furnished for attaching the Tireflater to any standard tire valve for inflation and a sturdy mounting bracket is included to permit permanent installation in the bus or the school building for immediate access in case of fire.

The carbon dioxide contained in the Beacon Tireflater has sufficient pressure to inflate three average tires from flat to a safe driving pressure and will not harm the tire in any way, says the manufacturer. Any flat tire not cut or torn so that it will not hold air for even a short driving distance can be inflated in from four to ten seconds by a simple twist of the wrist and without pumping. The dirty work of removing and repairing the tire can then be done

upon arrival at the service station. The advantages the Tireflater offers in putting out fires in the engine or the interior of the bus are obvious.—**Beacon Devices, North Tonawanda, N. Y.**

Key Filing System

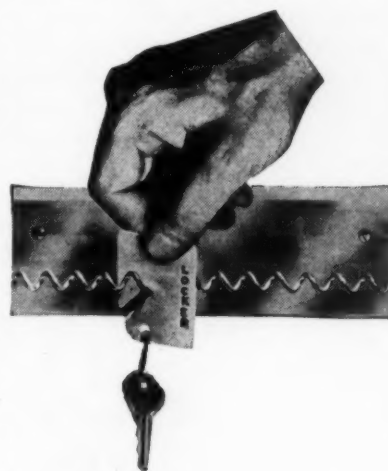
NS 90

Makes Keys Easy to Locate, Replace

A key filing system that is expected to be particularly useful to schools is embodied in the new Cado Ke-Master. By means of white fiber tags, which can be marked with number or name or both, keys are readily accessible as well as easily replaceable.

The tags are especially slotted to hang on patented rustproof spiral wire Ke-Raks, thus being clearly

visible for easy identification.—**Cushman and Denison Manufacturing Company, 133-5-7 West Twenty-Third Street, New York 11, N. Y.**



Electric Hand Dryer

NS 91

Evaporates Moisture Quickly, Prevents Chapping

Chapping and common skin roughness caused by improper drying are said to be prevented by the use of the new Electric-Aire hand dryer. A product of twenty-five years' practical experience in the manufacture and marketing of electric hand and hair drying equipment, this unit is reported to dry hands fast and thoroughly.

The Electric-Aire hand dryer operates quietly and is designed for hard, continuous use. Its dependable operation and care free service, according to the manufacturer, recommend it for use in school washrooms.—**Electric-Aire Engineering Corporation, 209 West Jackson Boulevard, Chicago 6, Ill.**

Chemical Coating

NS 92

Increases Legibility of Blueprints

An improved chemical coating that makes possible a more nearly uniform coverage by blueprint solutions, that provides greater brilliance and color depth and that minimizes graying effect caused by overexposure is announced by the Monsanto Chemical Company. Known as Mertone WB-2, the product is a silica aquasol and is used as a precoat on a paper that is subsequently coated with light, sensitive blueprint solutions. The Mertone precoat is applicable to all types of blueprint formulas and can be applied in paper mills and coating plants on the same machine used to apply the sensitizing solution. The H. P. Andrews Paper Company developed the use of the Monsanto silica aquasol

as an exclusive license and the right to sublicense has been granted to Monsanto.—Monsanto Chemical Company, St. Louis 4, Mo.

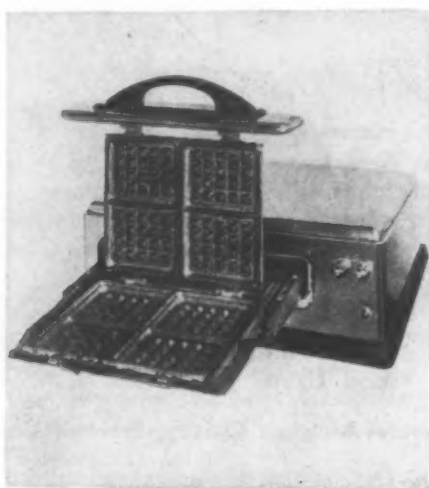
Waffle Baker

NS 93

Cuts Costs, Increases Efficiency

This "waffle news" will be welcome news in school lunchrooms: After 18 years' research and experimentation, the Doughnut Corporation of America, through its Downyflake Baking Mix Division, has developed an entirely new type of waffle baker. To management, this offers a means of keeping costs down and of increasing kitchen efficiency; to patrons, a taste treat.

Known as the Downyflake Waffle Robot, this new waffle baker is said to guarantee two advantages: volume production, even during rush hours, and the complete elimination



of waffle sticking. A new baking principle eliminates "hot spots" by maintaining correct heat level at all times, during baking and idling, and an exclusive polymerization process for the grids eliminates waffle sticking. Moreover, the robot requires no greasing.

All electric, operating on either A.C. or D.C., the Downyflake Waffle Robot is completely automatic. An exclusive nesting arrangement saves up to 50 per cent on counter space; each unit makes 22 waffles without supervision, signals indicating when waffles are ready. An automatic batter dispenser pours the correct amount of batter for each waffle. The many advantages of the robot are covered by a one year guarantee, according to the manufacturer.—Doughnut Corporation of America, 393 Seventh Avenue, New York 1, N. Y.

New Catalog Sheets

NS 94

For Office Reference File

School administrators will be interested in knowing of the availability of new catalog sheets describing Legion stainless steel and bi-metal kitchen utensils and table and buffet service. In addition to offering an up to date presentation of these products, the sheets have the standard three hole punching along the left hand margins and can be

readily inserted in the catalog file.—Legion Utensils Company, Fortieth Avenue and Twenty-First Street, Long Island City 1, N. Y.

TEACHING AIDS

Audio-Visual Folder, Color Slide Catalog

NS 95

Individuals concerned with current developments in the field of audio-visual education will be interested in a new folder which can be obtained without charge from the Educational Department of the De Vry Corporation. The treatise includes many and varied professional services available to educational and religious institutions by the corporation through its educational staff, headed by Charles R. Crakes, widely known authority on audio-visual education.

A 16 page catalog, listing color slides on North and South America, Southern Europe, Asia, Africa and the Pacific Islands, has been prepared by De Vry to meet the increasing demand for 2 by 2 inch kodachrome slides. Offering a source of material from which to add to collections, visual-aid programs and lecture series, the copies are available without charge.—De Vry Corporation, 1111 Armitage Avenue, Chicago 14, Ill.

Business-Sponsored Films

NS 96

"Business-Sponsored Educational Films," which lists and describes approximately 1000 films sponsored by industry and designed for educational use, is announced by the Committee on Consumer Relations in Advertising. The catalog tells sources from which the films can be obtained, rental charges and other pertinent information. The films are listed alphabetically and by subject heading, classifications including films on marketing and merchandising, home economics, public relations, science, geography, city planning, transportation, photography and engraving, recreation and sports, agriculture, electricity, materials and metals and various other subjects. The price of the catalog is \$2 a copy, with a 25 per cent discount to teachers and educational institutions.—Committee on Consumer Relations in Advertising, 420 Lexington Avenue, New York 17, N. Y.

Entomology Catalog

NS 97

More than 400 teaching, laboratory and scientific supplies, ranging from special steel insect pins to bioplastic materials for embedding specimens in transparent plastic, are listed in Ward's new Equipment and Supplies Catalog No. 475. Showing equipment, supplies and technics employed in biology, entomology, chemistry, general science and botany, some 125 illustrations and descriptive text constitute teaching aids in themselves. For example, the entomology sections show the detailed construction and use of nets, aspirators for collecting tiny insects, killing jars, specimen containers, pins, labels, envelopes, spreading boards; mounting, shipping and storage boxes, and cabinets. Microscopes, lamps, magnifiers, binoculars, projection equipment and other classroom and laboratory aids are included.—Ward's Natural Science Establishment, Rochester, N. Y.



Expensive Propositions

IT ISN'T JUST THE WAGES—high as they are. Hands are expensive, too, because at best their work is limited. Machines do their routine work with greatly increased efficiency. Better—faster—cheaper—all three!

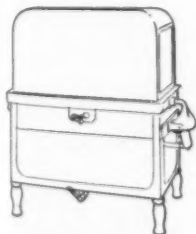
Human hands *can* wash dishes—but not as quickly, as thoroughly, or with the higher degree of sanitation achieved through controlled high temperatures. Hands *can* peel vegetables—

but not in such quantities with such minimum waste. No hands can do as well any of the tasks for which the great line of Hobart food and dish machines is designed.

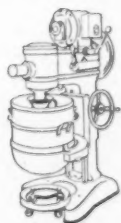
Hands *do* earn their keep when they operate these machines that Hobart builds for dishwashing, mixing, chopping, slicing, cutting and peeling—machines that increase output, improve results, reduce costs, and attract better help by eliminating drudgery—machines produced for year after

year of heavy-duty kitchen service.

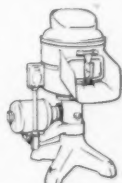
Ask your Hobart representative or kitchen dealer to survey your operation and help with suggestions for machines, layouts and supporting facilities. He may have to tell you that, while production is greater, with some models demand still exceeds deliveries. But time can be saved by planning now. You'll have Hobart equipment sooner—guaranteed by the greatest name in food machines, serviced through your own local Hobart man.



DISHWASHERS



MIXERS



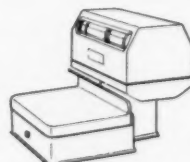
PEELERS



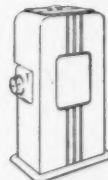
CHOPPERS



SLICERS



COMPUTING SCALES



COFFEE MILLS

Hobart Food Machines

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YOUR SCHOOL modernization plans should include



• If your modernization plan is being held up because of building restrictions, high costs, etc., check your plans with Lyon to insure your school the latest and the best in equipment. Do it now to fit your completion dates with our production schedules—lengthened because of critical steel shortages.

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| • Lockers | • Display Equipment | • Cabinet Benches | • Bench Drawers | • Shop Boxes | • Service Carts | • Tool Trays • Tool Boxes |
| • Wood Working Benches | • Hanging Cabinets | • Folding Chairs | • Work Benches | • Bar Racks | • Hopper Bins | • Desks • Sorting Files |
| • Economy Locker Racks | • Welding Benches | • Drawing Tables | • Drawer Units | • Bin Units | • Parts Cases | • Stools • Ironing Tables |